

GOING THROUGH THE EMOTIONS: AN INVESTIGATION INTO KEY EMOTIONAL EXPERIENCES OF PHYSICAL EDUCATION LEADERS

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Abstract

Effective leadership starts with a desire to make a difference, and equally requires the completion of a variety of duties that in turn elicit a range of emotions. The purpose of this study was to identify the influence of emotions in Physical Education leadership. In particular, it investigates key emotions that were experienced and reported by four Physical Education leaders. Leadership within secondary schools occurs mostly through carrying out the Head of Department or Head of Faculty role, both of which will normally involve overseeing the implementation of Physical Education, Health Education, and in many cases, Outdoor Education. Guided by pre-planned questions, this study involved conducting semi-structured interviews with four Physical Education Heads of Department. The data collected were analysed and interpreted using qualitative thematic data analysis. Two distinct themes revealed contrasting emotional experiences that were consistently reported by all four leaders. The results indicated that leaders experienced negative emotions elicited by professional tasks, but that they also experienced positive emotions when performing tasks that involved staff care. Leaders indicated how their preparation for, and implementation of activities fostering staff care, were important contributors to their job satisfaction. Through executing such deeds, the leaders showed their commitment to maintaining positive socio-professional relationships, and also reported behaviours consistent with high levels of Emotional Intelligence in conjunction with being motivated to develop staff both professionally and personally.

Implications and possible directions for future research as a result of the analysis of the findings from this study, are offered.

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Chapter One: Introduction

“I’ve learned people will forget what you said, people will forget what you did, but people will never forget how you made them feel”¹

Maya Angelou

Several years ago when visiting preservice teachers at a local high school, I witnessed the staff briefing and raffle that was held at morning tea on Friday mornings. Having concluded the reading of formal notices, two teachers ran the weekly staff raffle where numbers were drawn and winners were able to choose from a selection of prizes. Those in charge of the proceedings directed a light hearted event which concluded with a ‘Booby prize’² for a final ‘lucky’ staff member, awarded by a different department who were rostered on each week. Prior to the presentation of a themed gift, the staff all enjoyed the story behind it that included some dramatic antics and hyperbole. What has stayed with me is the image of the approximately 80 staff coming together in that moment to share in this humorous ritual, and the effect it had on their demeanour as they left the staffroom to go out to teach their next class. That day, I felt compelled to find out more about the staff culture and so began talking to a Head of Department. His perception was that the staff were invested in the school and its values system because of the care and support they were offered from the senior management team, and in particular, the Principal. He told me that the staff felt valued. The teachers’ positive mood as they left for their classes that morning and the jovial atmosphere amongst those who remained in the staffroom, gave me reason to ponder whether or not this positivity would have a flow on effect for the students in this school, and if so, whether or not this would equate to an environment that was more conducive to learning.

The motivation for this thesis stems from a desire to discover more about the ways in which schools embrace the concepts of Emotional Intelligence and an Ethic of Care (Manākitanga), both in the classroom and at the department level. From a bicultural perspective, Manākitanga means consistently exhibiting and showing knowledge of cultural beliefs, customs and language so as to culturally locate learners and to show generosity and care. This is often associated with

¹ I selected this quote as it encapsulates the importance of emotion particularly relevant to this study which focused on emotions in leadership.

² A prize given as a joke to the last-place finisher usually in a race or competition

Whanaungatanga which is related to building relationships with learners and others in the community and can be described as a form of kinship (Ministry of Education, 2011).

Context and Background

In the context of the movement culture (physical education, sport, and physical recreation), the focus on Emotional Intelligence has become important. For instance, high performance sports teams e.g. the All Blacks, have now developed programmes of personal growth that focus on attending to the player-player and player-coach interactions. Such interactions can generate intense emotional experiences and result in a variety of individual behaviours, and as professional teams pursue greater success, these matters are now addressed in a systematic way through overt and formalised growth and development programmes (Culpan, 2018). Furthermore, the importance of emotions and the effect they have on building and maintaining relationships, has been acknowledged in the HPE curriculum (Ministry of Education, 1999), where a focus on human relations with other people make up two of four orientating Strands, initially described as Strand C and Strand D. Strand C, “Relationships with Other People” focuses on students learning about effective relationships across multiple contexts and the influence on well-being and the formation of people’s attitudes and values. Students are also encouraged to develop sensitivity towards others and to demonstrate appropriate interpersonal skills that allow them to demonstrate this sensitivity. Strand D, “Healthy Communities and Environments” focuses on students developing an awareness of their place in their various communities and society as a whole, and to develop an understanding of how they can contribute positively to reducing social inequities through taking action. Both of these Strands require knowledge and understanding in the area of interpersonal relationships and how these may have personal, interpersonal and societal impacts as a result (Ministry of Education, 1999).

There has been substantial research undertaken about emotions and leadership (Berkovich & Eyal, 2015; Parrish, 2015; Schmidt, 2010; Zorn & Boler, 2007). It has been acknowledged that there is a space for emotions within educational leadership and that leadership programmes would benefit from the inclusion of training school leaders in emotional intelligence abilities, as well as the traditional cognitive skills (Abbasnejad, Farahani, & Nakhaei, 2013; Schmidt, 2010). What has been given little attention to date however, is consideration of emotions and leadership specific to the area of Physical Education (P.E.) in secondary schools. Wrench and Garret’s (2015) research addressed emotional connections and caring in P.E., examining the development of ethical teachers of P.E. in a pre-service teacher education programme. They

explored the relationship between the socially critical teaching approaches embraced by P.E. teachers, their emotional connectivity to their students, and an Ethic of Care (Noddings, 2013). Findings suggested that the pre-service teachers in this study selected pedagogical approaches that related directly to their own emotional perceptions of self. Wrench and Garret (2015) propose importantly, that “teaching P.E. is a physical, intellectual, social and emotional undertaking” (p.225). They go on to suggest that through the creation of supportive environments, teachers can be encouraged to develop all four dimensions in their teaching, and that these will all be influenced by the emotional understandings of the teacher. The relevance to this study is that the importance of the emotional perceptions of self in P.E. teaching may also extend to influencing the leadership style utilised by leaders in P.E. It was this possibility that further connected with the purpose of this study.

This study was directly concerned with better understanding the influence of emotions that are experienced when performing leadership roles in P.E. All four P.E. leaders in this study were Heads of Department (HOD's), and are allocated between one and two hours per week to carry out the organisational and managerial tasks required of their leadership position, while continuing to teach their own timetabled classes for the remainder of their workload. That is, they both lead staff and teach students. In their role, they are also required to report to, and work alongside, senior management and other HOD's. They are responsible for disseminating information back to their department staff and implementing courses of action that are dictated to them from the policy makers in the school. It would seem highly plausible that due to the nature of this leadership role requiring interpersonal interactions in both directions of the staff chain, and the types of tasks that the leaders carry out, there would be many emotion-evoking situations that may be reported. It was anticipated that responses provided by the P.E. leaders in this study, would provide 'rich' detailed accounts of how their leadership responsibilities either influenced or were influenced by certain emotional experiences. This has led to the major research question: “What is the influence of emotions in secondary school P.E. leadership, in particular, what are the key emotions that are experienced and reported by P.E. leaders?”

This thesis is organised into five chapters. Chapter 1 provides the context and background of this study, describing the movement culture and the growing importance and significance of emotional intelligence, as well as the importance of emotions and the effect they have on building and maintaining relationships as reinforced in the HPE curriculum (Ministry of Education, 1999). The research question is also provided along with a listing of chapter contents.

Chapter 2 presents a literature review examining emotions, emotional intelligence, humanism, education, P.E., and the Ethic of Care, and leadership and emotions. Chapter 3 outlines the methods used in this study including a description of participants and the research process. The data collection and analysis procedures are then identified and ethical approval detailed. Chapter 4 presents the findings and discussion from this study and then concludes by outlining four key findings: leaders expressed that many of the administrative tasks associated with leading the department, generated negative emotions; all leaders expressed how in their leadership role, they were very conscious of regulating their emotions; all applied an Ethic of Care to both staff and students; and all indicated a strong desire that leadership of their staff and the staff's leadership of the students, needed to be authentic. Chapter 5 offers a summary and conclusion of the study. Finally, references and an appendix complete this thesis.

Chapter Two: Review of literature

Overview

This literature review provides a synthesis of material in relation to the thesis topic, *Emotions in P.E Leadership*. This investigation of literature is presented in four sections: What are emotions; Emotional intelligence; Humanism, Education, P.E., and the Ethic of Care; and Leadership and emotions. The first section, 'What are emotions', will focus on perspectives that describe emotions and theories of emotion relevant to the purpose of this study. The second section, Emotional intelligence (E.I.), reports on current critique and debate regarding the origin, definition, and significance of E.I. and the connection with the skills deemed to be central for possessing E.I. The third section Humanism, Education, P.E., and the Ethic of Care, reports on the relevance of emotions to humanism philosophy in the current HPE (Ministry of Education, 2007) curriculum, and the place of emotions in expressing an Ethic of Care in education. The fourth section, Leadership and emotion, describes key functions of leadership with a specific focus on how emotions are relevant to these.

Emotion

Emotions have been described as "a structuring principle of ongoing social relations in nearly every setting and institution in our society" (Marecek, 1995, p. 109), however, despite most people being capable of listing a variety of emotions, explaining or defining the meaning of 'emotion', appears to be rather more difficult. Buck (as cited in Gross, 2015, p.2) describes how the diverse use of the term emotion creates a "conceptual and definitional chaos". Although scientific discourse has embraced several meanings, there is no consensus on a definition. Oatley (2004) suggests that the term 'emotion' is an intense feeling that is short-term and is typically directed at a source. It has a connection with 'affect', which is what Gross (2015) proposes is an "umbrella term for psychological states that involve valuation of circumstances defined as quick good-for-me/bad-for-me discrimination" (p.2). Most commonly, emotions are considered to be affective experiences such as surprise, amusement, sadness or anger (Oatley, 2004).

Lazarus (1991a) states that "emotions are not merely verbal tricks or labels but reactions to fundamental relational meanings that have adaptive significance in our lives" (p. 826). He proposes that emotions occur when a person perceives a situation will either positively or negatively impact their self-perception and or the achievement of their personal goals. Oatley

(2004) similarly expresses that “emotions are most typically caused by evaluations- psychologists also call them appraisals- of events in relation to what is important to us: our goals, our concerns, our aspirations” (p.3). Emotions are therefore linked to what we know as well as what we expect might be about to happen, and have been attributed as historically important in allowing us to be in a state of readiness to act (Oatley, 2004). As well as immediate reactions, emotions may last for extended periods of time that are often then described as ‘moods’ (Oatley & Jenkins, 1996).

Charles Darwin’s theory of evolution was embedded in his ideas about nature and the workings of the human brain. Darwin believed that controlling factors of human behaviour had been constructed in our brains as a result of evolution. He also suggested that in many cases, the function of emotions for our animal ancestors was unlikely to still be required by us in how we enact our everyday lives (Keltner, Oatley, & Jenkins, 2014). He concluded in his book, *The expression of the emotions in man and animals*, that, “expressions of emotion in modern adult human beings ... can occur whether or not they are any use” (Oatley, 2004, p. 22). In fact, according to Smith and Lazarus (1990), humans have evolved and adapted innate reflexes and drives and have become more dependent on the expression and understanding of emotions. William James, father of American psychology, (Skrupskelis, 1977) believed emotions to involve initial emotional bodily reactions triggered from specific stimuli, followed by the perception of those bodily changes that result in a subsequent conscious experience of specific emotions or feelings (Adolphs, 2010). For example, when a person witnesses a frightening event, physiological changes are likely to occur with a rise in heart rate, an increase in blood pressure and in some cases, sweating. James’ examples suggests that our perception of the physiological changes constitutes the fear experienced from the frightening event. There is also an awareness of the physiology that the individual tries to name, which would then mean that the physiology triggers the awareness. It is important to note here however, that an individual’s perception of the event may differ resulting in the emotional experience being personally significant from the perspective of cognitive appraisal (Lazarus, 1991b).

Emotions are therefore considered as functional by nature (Keltner et al., 2014). Nathanson, Flynn, Rivers and Brackett (2016) concur with this description illustrating how emotions can either enhance or compromise several areas of human life. These areas include: attention, memory and learning (emotions affect our ability to direct attention and retain information); decision-making and judgement (emotions influence our choices); relationship quality (our own

emotions and those of other's encourage us to approach or avoid people or situations); physical and mental health (emotions need to be managed for overall wellbeing); and everyday effectiveness (in order to achieve personal goals, emotions need to be managed during the pursuit of these goals) (Brackett & Simmons, 2015). Gross (2015) supports the notion of the functionality of emotions and describes them as being "either helpful or harmful, depending on the context (p.4). For example, to be useful emotions must guide sensory processing, accurately interpreting and bringing to action behaviours and responses that support an individual's choice for the best course of action. Emotions can be harmful when they inhibit the ability to behave or respond appropriately in certain situations, often related to the intensity and duration of the emotions that one experiences. Where the outcome of emotional expressions is harmful for the individual, Gross (2015) suggests that it is important to consider the process of emotion regulation.

It has been suggested that the relationship between emotions and specific human functions, has strong biological links, where biological effects can result from conscious (and on occasion, unconscious) awareness of emotions. Keltner et al. (2014) propose that emotions are initially driven by the brain and then play out in the body (Keltner et al., 2014). Emotions can at times be "individual, internal, inherent and private" (Harding & Pribram, 2004, p. 864). Oatley (2004) however, highlights the multi-purposeful and relational nature and function of emotions by suggesting that regardless of duration, emotions act as signs sent within ourselves as well as between ourselves and others. The signs we receive from our emotions support us to make decisions about whom we should gravitate towards or away from, depending on whether the connection will be advantageous or not. The emotions we express that are reactive as well as those that indicate certain sentiments, allow others access to what is otherwise hidden about how we are feeling. Oatley (2004) reinforces this when he states that "emotions are guides, to us and to others... they are the sinews and articulations of our relationships" (p.6).

The scientific study of emotion has gained momentum over the past 50 years (Keltner et al., 2014). Early accounts of brain injuries made connections with a loss of the ability to contribute to meaningful relationships. Through the study of traumatic brain injury, our understandings have grown as they act as a type of stimulus for specific research on emotions. Railroad construction worker Phineas Gage was transformed after impalement through the head, into a man who was moved to anger and who could no longer effectively perform in his job as company foreman. Keltner et al (2014) make comparisons between the accidental damage to

Gage's brain and the modern examples of interfering with normal brain functioning as seen with the aid of magnetic resonance imaging (MRI). Through her research, Singer (2004) and her colleagues discovered the important contributions that specific areas of the brain made to experiencing emotions. Singer proposed from her results, that "in our closer relationships we recognize other people's emotions not just by the expressions that Darwin studied, but empathetically, in a way that coordinates the other's emotions simultaneously with our own" (as cited in Keltner et al., 2014, p. 19)

Keltner et al (2014) offer an alternative to studying the science of human behaviour in order to develop theories on emotions, instead opting to examine personal experience through a phenomenological approach. All animals and humans have the capacity to express emotions, with the difference being how adult humans are able to articulate, reflect and attempt to understand how they may be explained. Solomon (2007) suggests that reflecting on emotions allows us the opportunity to identify and label what was experienced either correctly or incorrectly. He qualifies this by stating if there is an excessive time that passes between the perception of an emotion and labelling that emotion that, "we can be mistaken about our emotion as well as in our emotional response" (p. 121). Regardless, reflection allows the individual an opportunity to consider the emotion they felt in comparison to what they may have preferred to experience. A consequence of this reflection is that the individual can opt to modify their emotional states, "or, perhaps, decide that what we do feel is correct and what we think we 'ought' to feel is mistaken" (Solomon, 2007, p. 121). The implication of understanding the emotions we have experienced is that we are able to take responsibility for those emotions and ultimately control them. However, not surprisingly, it is possible for individuals to ignore responsibility for their emotions opting not to control them, perhaps instead even blaming felt emotions on external sources allowing this ownership to be nullified.

Theories of emotion which this thesis will draw upon

Solomon (2007), suggests that the purpose of emotion theories should be to offer more than a hypothesis or explanation of how we behave, but also explain why people have the emotions that they do. To date, more than 150 theories of emotion have been described (Strongman, 2003). The previous section has outlined theoretical perspectives ranging from evolutionary and biological to the phenomenological and social perspectives. It is beyond the scope of the thesis to engage in more detailed description of such a large number of theories, therefore I have selected three theoretical perspectives to refer to for this study: Lazarus' Cognitive-

Motivational-Relational theory' (1991), Gross' 'Emotion Regulation theory' (Gross, 1998, 2015), and the 'theory of Emotional Intelligence' (Salovey, Mayer and Caruso, 2002). These theories are most relevant to my topic of emotions in P.E. leadership as they describe the interrelatedness of emotions and the ways through which individuals can regulate their emotions across different contexts. They are also relevant to this study as they are useful in supporting the interpretation of the emotional experiences of the participants, and possibly help to explain how they may or may not choose to control these experiences (Solomon, 2007).

Cognitive-Motivational-Relational theory of emotion (Lazarus, 1991).

Lazarus (Lazarus, 1991a) proposed the 'Cognitive-Motivational-Relational theory' of emotion (p. 819). He acknowledges Aristotle, the 4th Century Greek philosopher, for contributing to his thinking, affirming that Aristotle had laid some of the foundations for the cognitive emphasis in his emotion theory (Smith & Lazarus, 1990). Related views include those of the Stoics in the 3rd Century BC who also subscribed to a similar line of thought, being convinced that emotions were a derivative of human desires. However, they also believed that in order to overcome the damaging effect of this connection with potentially sinful behaviour, individuals were required to employ an approach that would discipline emotions out of their everyday existence (Keltner et al., 2014).

Lazarus (1991a) states that emotions are varied and differ in their experience from individual to individual but always involve "organised psychophysiological reactions to news about ongoing relationships with the environment" (Lazarus, 1991a, p. 38). Central to the appraisal of such reactions is the individual's interpretation of any impact on, or progress towards, achieving personal goals. Lazarus (1991a) constructed his theory of emotion through the connection of cognitive-motivational-relational patterns that are significantly affected by "changes in the person-environment relationship as this is perceived and evaluated (appraised)" (Lazarus, 1991a, p. 38).

The cognitive component of Lazarus's theory of emotion (1991b) refers to the appraisal or evaluation of the antecedents to emotions. For example, in the role of middle management, an antecedent might be when leaders experience specific interactions with staff. Some may view these as inherently stressful while others may perceive them as exciting and challenging. Secondly, Lazarus' motivational component is a combination of both personality or trait aspects of motivation (either positive or negative), relating to the progress towards, and importance of

personal goals. These may include goals that are work related and/or values based. Finally, the relational component of Lazarus' theory proposes that there are specific core relational themes (i.e. relational harm or benefit inherent in each emotion), with Lazarus offering a description of these core relational themes for fifteen individual emotions. For example, the core relational theme for anger being "that we have been treated as less than we would wish, whether or not the intent was malevolent" (Lazarus, 1991b, p. 828). Lazarus describes a strength of his theory with its three distinct yet interrelated components, as the scope it has to provide "for both the biological universals in emotions and the variations based on the sociocultural influences that shape the personalities of the members of society whose experiences are both common and variable" (Lazarus, 1991b, p. 825).

Emotion Regulation theory (Gross, 1998).

The second theory of emotion I have selected due to its relevance to this study is the 'Emotion Regulation theory', and was first described by James Gross in 1998. Buric, Penezic and Soric (2017) state that emotions are very powerful drivers of human development and behaviour and at the most basic level, offer support with environmental adaptation. They note that although emotional responses are usually appropriate to the situation, on occasions when this isn't the case, the ability to regulate one's emotional responses to reach adaption goals is vital. Gross (2002) boldly states that "how we regulate our emotions matter: our well-being is inextricably linked to our emotions" (p.281). He proposed the idea of emotion regulation in his 1998 model stating that it refers to "the process by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions" (1998, p. 275). The model was designed to describe the process of emotion regulation, looking to predict the changes in how a person will feel as a result of applying different emotion regulation strategies. Gross (2015) distinguishes between these regulation strategies by explaining how they are either antecedent-focused, or response-focused. The antecedent-focused strategy (also known as cognitive appraisal) involves an individual's conscious attempt to reduce the negative aspect of an episode prior to it happening by re-shaping how it is evaluated, whilst the response-focused strategy, requires a conscious effort on the part of the individual to suppress their emotional experience, either overtly or covertly. An example is the case where a female principal believing that her expressions of emotionality were contrary to her achieving equally alongside her male counterparts, consciously suppressed her emotions so that she would appear to be more 'in control' (Niesche & Haase, 2012). Such efforts are common when

maintaining appropriate relationships in employment and can be described as 'Emotional Labour'. The term 'Emotional Labour' was coined by sociologist Arlie Hochschild (1983) and first referred to in her seminal book, 'The Managed Heart'. Hochschild distinguished between the ways people manage their emotions in their private lives and how they did so at work. Teaching and leading are amongst those professions that have emotional job requirements that sometimes elicit dramatic techniques that Hochschild refers to as "deep acting (i.e., perspective taking or self-talk in order to appear 'real') and surface acting (i.e., hiding and faking expressions like a mask)" (Grandey, 2015, p. 54). She also highlights a discrepancy that exists between emotions that individuals (workers) may experience, and the emotions that the profession requires them to display as they function in the workplace.

Gross (1998) also describes the process of expressive suppression where inhibiting emotional expressions is key to emotion regulation. This is often made difficult due to the social and expressive nature of emotions and despite the modification of expression, the emotion itself is still experienced therefore meaning that the major focus of regulation is on the expressive displays. An example in the educational setting is where leaders may use a variety of regulation strategies such as suppressing aggression, in order to appear as being 'in control' (Berkovich & Eyal, 2015). Gross (2015) defines five families of emotion regulatory strategies within the Process Model of Emotion Regulation, these being: Situation selection; Situation modification; Attentional deployment; Cognitive change; and Response Modulation. In relation to these strategies, selecting a situation that is likely to give rise to a desirable emotion, modifying any possible emotional impact, focusing in a specific direction, attaching selected meanings, and modulation of the experiential, behavioural, and physiological responses to an emotion, are all potential targets of regulation. Due to emotion regulation affecting how we experience and express our emotions, it is also a significant component of E.I. (Salovey, Mayer & Caruso, 2002).

Emotional Intelligence

Throughout history, the notion of intelligence has been contested by many prominent thinkers. The Greek philosopher Aristotle, is attributed as suggesting that intelligence was a multifaceted concept that contained cognitive aspects such as memory and problem solving abilities (Oatley & Jenkins, 1996). Salovey, Mayer and Caruso (2002) describe the tension between what can be seen as the exclusive cognitive views of intelligence and those views that include the positive contribution of emotions. These included the belief held by Stoic philosophers of ancient Greece that due to their unreliability, emotions were not considered to be a measurable component of

wisdom. In contrast, in Europe during the late 18th century and early 19th century, a romantic idea of the place of emotions existed linking feelings to insightful thinking that arguably, was unattainable through logical thought alone.

Goleman (2004) believes that human nature is powerfully and inextricably linked to emotions, stating that “as we all know from experience, when it comes to shaping our decisions and our actions, feelings count every bit as much- and often more- than thought.... Intelligence can come to nothing when emotions hold sway” (2004, p. 4). In support of their significant influence, Mowrer (1960) first connected emotions and intelligence concluding that they needn’t be seen in opposition with each other, rather that emotions were in themselves a form of higher order intelligence. However, it took a further three decades before in 1990, a formal definition for, and ways to measure E.I., were described and published in academic articles (Snyder & Lopez, 2005). In the late 20th century when many educators and journalists began to reconsider how the concept of intelligence was framed, the previously narrow definition was opened up to include the view that in order to be seen as successful and smart, individuals required the ability to comprehend, express and regulate their emotions (Mayer & Salovey, 1993). Mayer and Salovey’s work (2016) draws upon theories of emotion, psychotherapy, intelligence, and cognition which are represented in seven principles. They describe E.I. as a subset of social intelligence that involves “the ability to reason validly with emotions and with emotion-related information, and to use emotions to enhance thought” (Mayer et al., 2016, p. 295). Central to this thinking is that E.I. requires a series of mental abilities and as such, allows it to be viewed as a form of intelligence (Mayer et al., 2016). Despite the emergence of a greater acceptance for the place of emotions in relation to intelligence, debate still occurs as to whether ‘emotional capacity’ would be a better description of this ability to process emotional information (Mayer et al., 2016). Contemporary and narrowly focused definitions of intelligence including Cronbach’s description (as cited in Mayer & Salovey, 1993) of a problematic, immeasurable and undefinable social intelligence, have continued to be challenged by researchers such as Gardner (2011) and Mayer and Salovey (1993). These researchers suggested that the word ‘intelligence’ was appropriate and more accurate than ‘capacity’, making links to both the historical literature on intelligence, as well as Gardner’s concept of intrapersonal intelligence that describes a range of ‘affects’, or emotions. Gardner posits the idea of an intrapersonal intelligence as it allows “one to detect or symbolize complex and highly differentiated sets of feelings” and the ability to “notice and make distinctions among other individuals” (Gardner, 2011, p. 253). Although

Gardner's theory is descriptive of multiple intelligences, he saw synergies with and admired the growing knowledge specifically around E.I. (Gardner, 2011).

In the early 1990's, Salovey and Mayer considered there to be three core components of E.I.; appraisal and expression, regulation or management, and utilisation. A further component, emotional understanding, was added in 1997 (Mayer et al., 2016). Such conceptualisations encouraged Goleman (1995), who wrote the bestselling book *Emotional Intelligence*, alongside others, to begin theorising further about how E.I. contributed to general intelligence. Goleman's understandings grew from additional reviews of relevant literature and included reference to the significance of E.I. in predicting academic achievement and success throughout life. Traditional thought had placed 'Intelligent Quotient' or 'IQ' (a standardised measure for intelligence) at the heart of predictions for academic outcomes in education, but Goleman challenged this and boldly suggested that IQ only accounted for about 20 percent of success in school, work, and in relationships, concluding that E.I. contributed the remaining influence towards positive outcomes in these areas (Goleman, 2004). He went on to suggest that academic intelligence does little to prepare individuals for the difficulties or opportunities they may come across in life. Despite what Goleman presented, academic achievement at the expense of E.I., remains the focus of most educational curricular through the development and monitoring of traditional academic intelligence. Mayer and Salovey (1993) question this privileging of academic intelligence. They describe the ability to manage emotions as very influential in the learning process due to the potential to amplify or reduce the attention available to other information necessary to perform problem solving processes. Consequently, they refer to E.I. as a likely meta-ability, that when well-developed may provide individuals with an advantage in life, including the means to interpret the unspoken customs and rules that govern success in organisations and institutions (Goleman, 2004).

Theories of E.I.

Several models to describe E.I. have been developed over the past 25 years. A number of these models have been supported by theories and extensive research indicating substantial evidence that E.I. is an important predictor of outcomes across all areas of life (Barchard, Brackett, & Mestre, 2016). Initial examples include Goleman's (1998) model that consists of five domains of E.I., and includes 25 competencies. These emotional competencies embrace both social and personal abilities as part of a framework of E.I., which describe the prospect that an individual has abilities in specific personal and social skills. These skills consist of self-management, self

and social awareness and relational management as it pertained to day to day job success. In 1997, Mayer and Salovey further refined their description of E.I. by focusing in on four relevant emotion-related abilities which led to the development of the 'Ability Theory of Emotional Intelligence' that was then presented as a model of E.I. (Salovey et al., 2002). Further revision of the theoretical aspects of the model have been undertaken by Mayer, Salovey, and Caruso (2016) acknowledging the contribution of 'reasoning' within E.I. The aim was to update the model building on both its worth and application to, and implications for, understanding emotions.

Table 1.

The four-branch model of E.I., with added Types of Reasoning (Mayer et al., 2016, p. 294)

The Four Branches	Types of Reasoning
4. Managing emotions	<ul style="list-style-type: none"> • Effectively manage others' emotions to achieve a desired outcome • Effectively manage one's own emotions to achieve a desired outcome • Evaluate strategies to maintain, reduce, or intensify an emotional response • Monitor emotional reactions to determine their reasonableness • Engage with emotions if they are helpful; disengage if not • Stay open to pleasant and unpleasant feelings, as needed, and to the information they convey
3. Understanding emotions	<ul style="list-style-type: none"> • Recognize cultural differences in the evaluation of emotions • Understand how a person might feel in the future or under certain conditions (affective forecasting) • Recognize likely transitions among emotions such as from anger to satisfaction • Understand complex and mixed emotions • Differentiate between moods and emotions • Appraise the situations that are likely to elicit emotions • Determine the antecedents, meanings, and consequences of emotions

	<ul style="list-style-type: none"> • Label emotions and recognize relations among them
2. Facilitating thought using Emotion	<ul style="list-style-type: none"> • Select problems based on how one's ongoing emotional state might facilitate cognition • Leverage mood swings to generate different cognitive perspectives • Prioritize thinking by directing attention according to present feeling • Generate emotions as a means to relate to experiences of another person • Generate emotions as an aid to judgment and memory
1. Perceiving emotion	<ul style="list-style-type: none"> • Identify deceptive or dishonest emotional expressions • Discriminate accurate vs. inaccurate emotional expressions • Understand how emotions are displayed depending on context and culture • Express emotions accurately when desired • Perceive emotional content in the environment, visual arts, and music • Perceive emotions in other people through their vocal cues, facial expression, language, and behaviour • Identify emotions in one's own physical states, feelings, and thoughts

As shown in Table 1, the four-branch model depicts the problem-solving areas of E.I. Within each row, the bulleted items are ordered approximately from simplest to most complex, bottom to top. The 'Facilitating thought using emotion' branch can be further divided into the areas of *generating emotions to facilitate thought* (the bottom two bulleted items) and *tailoring thinking to emotion*.

Unlike in the original example, the restructured 'Ability Model' is shaped by a set of seven principles that guide current thinking of E.I. These principles are:

1. E.I. is a mental ability- appropriate information about emotions in the individual and others, is perceived and understood accurately by emotionally intelligent people, and

the specific emotions, their meanings and their management, are acknowledged (Salovey & Sluyter, 1997)

2. E.I. is best measured as an ability- as with other intelligences, E.I. should also be considered as an ability that individuals can possess and develop (Mayer et al., 2016)
3. Intelligent problem solving does not correspond neatly to intelligent behaviour- personality and social- variables make it difficult to predict individual behaviour based on intelligences, although specific intelligences do correspond to some long term behavioural outcomes (Mayer et al., 2016)
4. A Test's content (the problem solving area involved), must be clearly specified as a precondition for the measurement of human mental abilities- this also applies to E.I.
5. Valid tests have well-defined subject matter that draws out relevant human mental abilities
6. Is understood when both the emotional problem solving and the problem solving abilities utilised are identified
7. E.I. is broad intelligence- E.I. involves thinking that has several components including aspects such as memory, retrieval, comprehension-knowledge and visual spatial processing
8. E.I. is a member of the class of broad intelligences focused on hot information processing- this involves people being able to reason with information that is central and impactful to them as individuals, and what matters to them most

(Mayer et al., 2016)

When viewed in terms of 'ability', E.I. has been described as one of several broad intelligences. These intelligences have also been categorised as either hot or cool (Mayer et al., 2016). *Hot intelligences* (such as E.I. and personal intelligence) concern social interaction in a social context and may potentially effect a person's emotions and involves information that "one can warm up to or that might make one's blood boil—hence 'hot.'" (Mayer, Caruso, Panter, & Salovey, 2012, p. 502). Conversely *Cool intelligences* refers to traditional intelligences that relate to "information in the abstract and rules of symbol manipulation for information that can in principle possess relatively little direct personal impact, such as word meanings, pattern

comprehension, and spatial locations” (Mayer et al., 2012, p. 502). Mayer et al. (2016) acknowledge that E.I. may work interchangeably with personal or social intelligences, or even that a socio-emotional-personal intelligence exists where all three components work in combination with each other. However, they believe that it is more likely that E.I. will continue to be seen as distinct from both personal and social intelligences. The 2016 ‘Ability Model’ and its revisions are intended to provide an overview of the ‘problem content’ involved in E.I. with a view to improving understanding of, and education around E.I. For example, a person might employ E.I. in solving the problem of deciphering how someone is feeling, and use this information for the betterment of their relationship. According to Mayer et al (2016, p. 297) the E.I. model will utilise units that include “facial expressions, emotions, and mood-congruent judgment”. As well as these units for emotions, personal traits, behaviours, and relationship standings, are all used for analysing personal intelligences. Mayer et al (2016) acknowledge there will be some overlapping of classes of units across the *Hot Intelligences* as both make use of situation-specific understanding. In order to develop E.I. in individuals, educators can make use of knowledge about these units and develop curriculum programmes that focus on explaining and teaching the reasoning involved in problem solving component in the area of E.I. (Mayer et al., 2016).

There is already an abundance of curriculum-based social and emotional programmes, in particular in the United States, which have been designed to develop E.I. skills in school aged children (Nathanson et al., 2016). There is a widely held belief that, “we can increase our E.I. at any time in our life as we learn and practice the skills that makeup the concept of emotional intelligence” (Joshith, 2012, p. 56). This includes the use of a variety of problem-solving skills training, conflict resolution approaches, and programmes for developing components of an individual’s character (Snyder & Lopez, 2005). Heckman (Masterov & Heckman, 2007) proposes that there is a notable return on investment where educational institutions utilise early intervention programmes to improve children’s social and emotional abilities. These abilities are seen in both proximal (academic achievement at the time) and distal (success beyond schooling) outcomes. The RULER approach (Nathanson et al., 2016), is an evidence-based E.I. programme that is intended to be implemented across an entire school and encompasses Mayer and Salovey’s ‘Ability Model’ and its four interrelated emotion skills (perceiving, using, understanding, and regulating emotion). RULER is an acronym that represents five capabilities: recognizing emotion in the self and others, understanding the causes and consequences of emotions, labelling emotions with a diverse and accurate

vocabulary, expressing emotions constructively across contexts, and regulating emotions effectively (Nathanson et al., 2016). In line with the E.I. theory of Mayer and Salovey (1999), the RULER approach focuses both on developing E.I. skills in students and staff as well as enhancing a positive learning climate in schools. A key aspect of the RULER approach is that it requires educators to first consider their own E.I. development before being able to focus on teaching specific skills to their students. Brackett, Caruso and Stern (as cited in Nathanson et al., 2016) describe the components of the approach as a,

set of foundational anchor tools, which introduce E.I. skills into everyday classroom and school routines, an advanced Feeling Words Curriculum, a pedagogical approach that integrates emotions and E.I. skill-building into academic instruction for kindergarten to eighth grade classrooms and a series of advanced courses for high school students. RULER also includes resources for families to develop their own E.I. skills. Ultimately, RULER works by helping schools embed E.I. into norms, routines, policies, instruction, and school-home relationships (p. 306).

Brackett, Rivers, Reyes, & Salovey (2013) report that data collected from schools where the RULER approach has been implemented, indicates a link between the programme and positive student outcomes, as well as an improvement in the quality of the learning environments.

Humanism, Education, PE, and the Ethic of Care

Humanism and the humanistic paradigm refers to the holistic development of people in order to reach their full potential. Bryman, Liao and Lewis-Beck (2004) state that “humanistic research gives prime place to human beings, human meaning, and human actions. It usually also works with a strong ethical framework that respects human beings and seeks to improve the state of human kind in a global context” (p.466). HPE (Ministry of Education, 1999) in the New Zealand Curriculum (NZC) (2007), is a strongly humanistic document which is the “core statement for the essential learning area of Health and Physical Well-being” (Ministry of Education, 1999, p. 5). The curriculum and its humanistic underpinnings support students not only to learn, but also to help them reach their full potential as human beings. At the time of its writing, the HPE (Ministry of Education, 1999) was seen as ground breaking for both New Zealand /Aotearoa and the entire P.E. world (Culpan and Bruce, 2013). Significant conceptual shifts in this new socio-critical orientated curriculum saw the need for P.E. teachers to re-think their programmes in order to achieve learning skills in, through, and about movement, as well as enhance understandings and to critique the purposeful application of movement (Culpan & Bruce, 2013). In particular, the HPE encourages learners to develop and grow their “knowledge, skills,

attitudes, and motivation to make informed decisions and to act in ways that contribute to their personal well-being, the well-being of other people, and that of society as a whole” (Ministry of Education, 1999, p. 6). Burrows (2005) further describes the humanistic intentions of the HPE (Ministry of Education, 1999) by stating that it can be seen as “fostering connectivity or interrelatedness because it recognises that knowing, indeed being human, requires not only ‘thinking’ but also the ‘physical’ and the ‘emotions’” (p. 5). She goes on to explain how the curriculum is holistic in how it shapes the minds of learners; it is not merely a document concerned with the education of ‘thinking bodies’, but is also “social, cultural, emotional and very much ‘of this world’” (2005, p. 15). Such thinking highlights how the HPE (Ministry of Education, 1999) curriculum had become the vehicle for P.E. to be a site for the production of knowledge and social values.

Previously, Culpan (1996) principal P.E. writer of the HPE (Ministry of Education, 1999), suggested that it is problematic to simply assume desired educational outcomes will occur from involvement in, and engagement with popular approaches to physical activity. Instead he proposed that through connections with the HPE curriculum, P.E. teachers should promote “critical questioning about physical activity within society...” to ensure “a greater socio-cultural focus so that (our) students have a better understanding of the social context within which physical education takes place” (Culpan, 1996, p. 215). Culpan (2008) describes how driving the design of the HPE curriculum was the desire to promote the development of more equitable societies through fair social practices. Wright (Wright, Burrows, & MacDonald, 2004) reinforces that a curriculum which has these aims is “primarily interested in assisting students to examine and challenge the status quo, the dominant constructions of reality and the power relations that produce inequalities, in ways that can lead to advocacy and community action” (2004, p. 7). The emphasis of the HPE curriculum is in line with humanistic intentions. It includes the idea of emancipation for change, and therefore acknowledges the need to understand the contemporary issues that young people face as they contend with the ever changing education, social, political and economic environment (Culpan, 2005). Wright questions how adequately P.E. as a learning area prepares young people who live in “worlds often vastly different from those who have framed traditional forms of P.E.” (Wright et al., 2004, p. 8). Kirk (as cited in Wright et al., 2004) argues that developing P.E. programmes that reflect popular culture will help to realise this goal but equally important is ensuring that P.E. supports students to utilise a critical lens when examining the practices that are a part of popular physical culture.

Empowering students to be critical thinkers within P.E. requires teachers of the HPE curriculum

to understand and embrace the development of both their students, but also necessitates them to be humanistic in their own thinking and develop criticality of thought.

Given the central aims of humanism are to develop social responsibility, enhance moral and ethical understandings, and achieve a sense of self and collective identity (Stothart & Culpan, 2016), the two dominant models in P.E. that emphasise this are 'Hellison's Social Responsibility model' (2003) and de Coubertin's 'Philosophy of Olympism' (Müller, 2000). Both models argue that education through movement contexts is a legitimate way to develop both moral and ethical values and understandings. While Olympism is a contested term (Lenskyj, 2012; Wamsley, 2004), it is generally accepted that it involves:

1. the blending of sport culture and education; the balanced development of mind body and character
2. the celebrating of the joy and effort
3. the educational value of role modelling
4. observing universal ethics of generosity, tolerance, social responsibility, friendship, non-discrimination and respect for others

(International Olympic Committee, 2015).

According to Parry (2006) this philosophy of living can be achieved through the practice of P.E. and sport as in the quest to achieve a flourishing life. Hellison, in developing his 'Social Responsibility model', was concerned with using P.E. and sport as a vehicle for supporting young people to develop greater responsibility for their own well-being as well as becoming more aware of their ability to contribute to the well-being of others (Hellison, 2003). He advocates for P.E. teaching to include skills and approaches but that it should also have a "spirit" which connects strongly with a "moral compass, a sense of purpose, a passion, a vision" (2003, p. ix).

Learning how to do develop one's character, mind and body is known as a humanism of P.E. and sport. This is consistent with Elias and Dunning's (1986) argument, that the major contribution of P.E. and sport is to help individuals and collectives to become more civilised and more fully human. Inherent in these humanistic models of P.E. and sport are attitudes, values, morals and ethics that highlight the importance of human emotions. For instance, in the HPE (Ministry of Education, 1999) it specifies that students will develop care and concern for other people in their community and for their environment through:

- Cooperation and awhina (support); applying aroha (love);
- Manaakitanga (hospitality and kindness), care, compassion, and mahi ā ngākau (a good work ethic);
- Constructive challenge and competition;
- Positive involvement and participation. (p.34)

Haber-Curran, Allen and Shankman (2015) explore the connections between the theme of valuing human significance and leadership. They describe the importance for leaders of all levels and experience, to be able to understand themselves and others stating that “relationships are central to any leadership process, and the development of intrapersonal and interpersonal competence facilitates healthy reciprocal relationships that can ultimately lead to successful leadership” (p. 59). They refer to knowing oneself as a ‘personal competence’ and knowing others as a ‘social competence’, both of which they acknowledge require energy and commitment in order to develop. Goleman (2005) suggests that these competencies are strongly influential on a person’s ability to effectively lead. Humanistic development of the whole person also appears in leadership programmes which encourage participants to improve their understanding of factors that influence their personal development, including their values, what motivates them, the emotions they experience, as well as the goals they set (Haber-Curran et al., 2015). With greater understanding of these factors comes the ability to recognise what motivates others, the strengths and needs they have, as well as how to manage, inspire and empower those they lead (Haber-Curran et al., 2015).

Supporting the human development of learners arguably requires teachers to demonstrate care for their students. Mayeroff (as cited in Noddings, 2013) describes caring by saying “to care for another person, in the most significant sense, is to help him grow and actualize himself” (p.3), where others including Nias (1999), suggest that it is ambiguous and as such, open to a variety of interpretations. Hargreaves (2000) however explains that caring is not necessarily a trait of all teachers but instead it is “largely a matter of personal disposition, moral commitment or private virtue, rather than of how particular ways of organizing teaching shape teachers’ emotional experiences” (p. 813). The education environment plays a significant role in allowing care to be expressed by teachers, and Noddings (2013) considers that relationships of care and trust can develop at the institutional level through specific organisational measures. Hargreaves, Earl and Ryan (1996) reinforce this idea conveying that many researchers and educators report that “one

of the most fundamental reforms needed in secondary or high school education is to make schools into better communities of caring and support for young people” (p.167).

Noddings (1995) depicts caring as ‘relational’ as opposed to an ethic of justice. She explains that the significant difference is that an Ethic of Care requires and emphasises receptiveness, understanding as well as responsiveness, rather than rights and rules. In this way, both the person who is caring and the one that is cared-for, contribute to the relationship with the carer attending to the cared-for who responds positively to the care that they have been shown. In the educational setting, Noddings (1992) describes caring teachers as those who are capable of listening to students and how they feel, and can support students to self-evaluate and become active contributors in caring relationships. Ultimately, she believes that caring is about a “quest for excellence” (Noddings, 1992, p.162), which is successful when teachers upskill in content and pedagogies in order to extend their best students, as well as meet the needs of those who find learning difficult. Despite the debate that lingers as to whether or not women inherently value and think in caring ways, considerable literature reports that relationships in teaching can provide professional fulfilment but can also be a source of “emotional strain, anxiety, anger and disappointment” (Isenbarger & Zembylas, 2006, p. 123).

Isenbarger and Zembylas (2006), report that recent studies have focused on the notion that caring is believed to be a major aspect of quality teaching, and that “performing caring teaching involves a significant amount of emotional labour that becomes a principal site for the formation of what is perceived as a ‘caring teacher’” (Isenbarger & Zembylas, 2006, p. 121). They describe emotional labour as the efforts that teachers carry out when involved in caring relationships that require them to implement, nullify, or prevent certain emotions to be able to display feelings that are appropriate to the situation. Taxer and Gross’ (2018) article describes their research of 56 teachers and the reasons for, and ways in which they went about regulating their emotions when teaching. Findings showed that despite a variety of strategies being acknowledged, the most frequently reported strategy for emotion regulation was the “response modulation strategy of suppression” (p. 180). An example of this strategy is where a teacher may hide or change the emotions expressed towards a student so as not to appear angry or disappointed, instead smiling or using humour to show care for the students (Isenbarger & Zembylas, 2006). Isenbarger and Zembylas’ (2006) collaborative action research examined both the positive and negative function of emotional labour in relation to caring teaching, and what the implications were for the intellectual and professional stance of the teacher concerned.

Data was collected via the teacher's reflective electronic journal, and a variety of forms of student work. The findings concluded that both positive and negative forms of emotional labour are a reality of teaching. Taking this into account, Isenbarger and Zembylas (2006) recommend that those responsible for developing healthy school environments, should acknowledge diverse emotional cultures as well as safeguarding staff from overly suppressing their emotions where there are stressful consequences. Several studies have focused on emotional labour and analysed its negative effects, in particular teacher burnout. Copp (1998) describes this burnout as the impact of emotional labour on a teacher's feelings and resilience to the demands of work, and happens when a person "can no longer manage their own or others' emotions according to organizational expectations" (p. 300).

The notion of care and caring relates strongly to 'emotional understanding' due to the inter-relational process of emotional work which is inextricably linked to relationships between students and teachers. Isenbarger and Zembylas (2006) state that emotional work is seen as involving the potential to "alter the feelings of those who experience it", examples of which include "taking the time to listen to students' problems or worries, giving advice or guidance to them, and showing warmth and love..." (p. 123). Noddings (1995) stresses the importance of further development in this area describing how with the inclusion of themes of care in the curriculum, both academic and broader developmental gains can be made. It may be that with the combination of the HPE's (Ministry of Education, 1999) underlying concepts and Noddings' themes of care, students could experience greater personal growth while avoiding what Osterman (2000, p. 325) predicts would otherwise be "diminished motivation, impaired development, alienation and poor performance".

A defining characteristic of what Atwijuka and Caldwell (2017) describe as 'authentic leadership', is an Ethic of Care where integrity and trustworthiness (Solomon, 1993) are both attributes. According to Held (2006) an Ethic of Care begins with a view that people are relational and mutually dependent both morally and epistemologically. Wrench and Garrett (2015, p. 212) expand on this and propose that emotional connectivity along with an Ethic of Care, instil "broadened perspectives and engagement with socially critical pedagogical practices" required within P.E. teaching. Lawrence and Maitlis (2012, p. 642) describe an Ethic of Care "as a way of understanding how human beings develop and how communities are and can be structured". This perspective on care pays particular attention to individuals' needs, the maintenance and repair of relationships between people, and the components that contribute

to people's moral decision making (Held, 2006). Lawrence and Maitlis (2012) provide one of the few literary works analysing care and compassion within organisations, with their exploration of how the Ethic of Care is enacted through narrative practices entrenched in the enduring relationships found in organisations working groups. Their findings indicate that the Ethic of Care can be a useful ethical approach that leaders can use to support their understanding of the qualities of an effective and trustworthy leader.

Leadership and emotion

One of the most commonly referenced leadership frameworks has been developed by French and Raven (1959). This framework attempts to explain the effects of leadership types on social power relations. The focus of the framework analyses how individuals use sources of power to lead others. French and Raven identify six types of leadership power: legitimate; informational; expert; coercive; reward; and referent power. These types of leadership power are described as follows:

1. Legitimate power- power through the position one holds
2. Expert power- power developed through personal expertise
3. Informational power- power demonstrated by the strength of the argument
4. Reward power- power developed through an ability to control rewards to others
5. Coercive power- power developed through one's ability to punish others
6. Referent power- power based on respect

(French & Raven, 1959)

While caution is given to the generalised use of this framework, (Cassidy, Jones, & Potrac, 2004) it is argued that the framework does have considerable value in understanding the multi-layered and multi-faceted construction of leadership power relations. Other research and writings on leadership have tended to paint only a positive picture of leadership (Ehrich, Ehrich, & Knight, 2012). Ehrich et al (2012) describe how contemporary leadership styles embrace humanistic and humane procedures, where the act of leading involves positive and respectful approaches requiring the formation of trusting relationships between leaders and followers. However, due to competing pressures and accountability that leaders face in performing their roles, it is often difficult for leaders to "live out such humanistic leadership ideals and practices" (Ehrich et al.,

2012, p. 34). According to Tracy (2014) two of the leadership styles that are most prominent in modern society are transactional and transformational leadership. The transactional leader is described as a person who is focused on reaching desired goals through group performance, whereas the transformational leader strives to motivate and inspire people choosing to influence them rather than direct them (Tracy, 2014). This leadership style has strong links to the referential power described by French and Raven (1959) where leadership effectiveness and efficiency is reliant on trust and respect between leader and followers. Transformational leadership has humanistic foundations where it is common for leadership opportunities to be shared as part of power sharing and putting the needs of followers first. This practice is reported to be negatively impacted when leading takes place in competitive environments, or where accountability for spending less or making profits is required. These types of neoliberal conditions make it difficult for leaders to function effectively and have been linked to leaders fearing the loss of their power and position (Ehrich et al., 2012).

Blackmore (as cited in Berkovich & Eyal, 2015) contends that educational leadership, although primarily related to the desire to make a difference, is equally linked to leaders experiencing negative emotions that result from the ethical decision making that they regularly face. Struyve and Kelchterman (2013) reinforce this by stating that the teacher leader role offers autonomy not afforded to classroom teachers, yet “it inevitably brings different emotional challenges, frustrations and disappointments” (p.72) Hallinger and Heck’s (2010) research on collaborative leadership and school outcomes, describes how with better recognition and improvement of the collaborative or shared leadership capabilities in schools, it may be possible to provide leadership expertise that principals alone cannot. Struyve and Kelchtermans (2013) describe the absence of any real recognition of newer forms of shared leadership compared to the traditional formal leadership roles within schools, as well as the potential they have to challenge a school’s organisational culture. They express the need for recognition to be given to teacher leaders so as to affirm and validate the position they hold, as despite offering opportunities to develop themselves professionally, the role brings with it an increase in the emotional work (Hochschild, 1983) being performed.

Within the modern workforce, socioemotional competencies are sought after for their contribution to positive and productive working environments, and these competencies are obvious when individuals are able to work effectively to achieve group goals through communication and negotiation, and by demonstrating effective leadership skills (Zeidner,

Matthews, & Roberts, 2009). E.I. research into organisational management and leadership indicates where transformational goals are the focus, leaders require qualities that are related to socioemotional competencies (Bass, as cited in Zeidner et al., 2009). In fact, Hargreaves (2000) observed that “organizations and workplaces are prime sites in which adults experience and learn to express their emotions in particular ways” (p. 815). This is in contrast to what Boler (cited in Zorn & Boler, 2007, p. 138) states are “the cultural and historical legacies that have dismissed or privatized emotion, depicted emotion as feminized weakness and excluded emotion from the rational political arenas”.

In some instances, E.I. has been described as a prerequisite for successful leadership, in part due to the associated personal and interpersonal skills such as actively acknowledging and accommodating for the needs of others (Zeidner et al., 2009). Berkovich and Eyal (2015) reinforce the importance of educational leaders’ E.I., and state that “educational organizations are increasingly being advised to select leaders who have high emotional abilities and to develop leadership behaviors that have positive emotional effects on followers in order to promote desired educational outcomes” (p.158). Many researchers have attempted to prove or disprove whether leaders are born or made. Tracy (2014) advocates for the idea that leaders are developed overtime and that there is no such thing as a “natural leader”(p. 7). Pinnow (2011) compares and contrasts the positions of trait-oriented and character-based approaches to leadership. The former subscribes to the thought that leadership “cannot be acquired or learned, except for some techniques or some basic business management knowledge, whereas the latter proposes that “anyone who has certain personality traits such as commitment, responsibility, intelligence, discernment, adaptability and interpersonal skills, decisiveness, joy in taking action, and charisma, can become a leader” (Pinnow, 2011, p. 57). Results from studies that have compared excellent leaders with those who are less effective, indicate the skills that are essential in human services positions are less related to technical skill and knowledge, and are instead dependent on social and emotional intelligence (Goleman, 2006). Goleman (2006, p. 261) states that " what distinguishes leaders ... goes far beyond that knowledge, into interpersonal skills like empathy, conflict resolution, and people development".

Communication and collegiality are also seen as vital components in the tool belts of effective leaders. Studies investigating the roles, influence and impact of teacher leaders, have shown that developing leaders with greater E.I. will allow them to communicate more effectively with their staff. This is deemed important as it supports building strong professional relationships

through listening, skilfully communicating, and utilising effective questioning skills (Bond, 2015). Furthermore, collegiality as a dimension of teacher leadership, can “transform school culture from isolation to collaboration” (Bond, 2015, p. 75).

Bolton (2005) suggests that there is a major emotional component of effective leadership and that emotions are important contributors to organisational life. This supports leaders having an understanding of emotions as well as EI. Striving for more than effectiveness, exceptional leaders are required to lead within their organisation in inspirational ways that allow their followers to be moved emotionally and be inspired to achieve to their potential (Goleman as cited in Zeidner et al., 2009). Goleman contends that leaders are in fact fundamentally responsible for stirring and developing “good feelings” in those whom they lead. Locke (2005) however, acknowledges that effective leadership is more than simply creating a positive work environment, as it also requires “committed rational thinking by those who can integrate all facets that will ultimately determine the success or failure of a group (Zeidner et al., 2009, p. 271). Nevertheless, there appears to be little debate that emotional competence and confidence are significant in all stages of effective leadership, where groups of workers achieve desired organisational outcomes.

Zeidner et al (2009) describe the potential for leaders’ charisma to induce collective motivation and promote improvement in department performance. Transforming the direction of goals and procedures within a department requires buy-in on behalf of the staff, and leaders who achieve this shift in thinking are said to be in touch with their own feelings and those of their followers by leading from the heart (Zeidner et al., 2009). Ashkanasy and Tse (as cited in Zeidner et al, 2009), go on to suggest across the many roles within leadership such as mediation, advising, and advocating, that leaders must draw on abilities linked to E.I. They reiterate that power is afforded to the charismatic leader who can regulate his or her emotions as well as affect and impact the emotions of their staff. As is the case within organisations across the business sector, leaders in educational institutions experience a combination of both cognitive and emotional aspects within their roles. Lambersky (2016) describes how school leaders are now forced to consider political issues and both local and global market forces when making educational decisions. Such aspects of the leadership role creates frustration for many educational leaders who are held accountable for interrelated factors such as the day to day workings of the school as well as their departments. The inability for decisions to be made solely with their students’ best interests at heart, contributes to the emotional stress experienced by educational leaders

as well as teachers, who ultimately have decreasing agency over the direction of their teaching, and this has been offered as a reason by many for leaving the profession.

Struyve and Kelchtermans' (2013) conducted an exploratory study examining reports on teacher leaders' perceptions of the effect leadership duties have on professional relationships.

Employing non-probability purposive sampling, this study involved 28 teacher leaders in Flemish primary and secondary schools and consisted of semi-structured interviews. Findings from this study describe how some colleagues of teacher leaders may question the extent to which teacher leaders are still "one of them", as a result of their more frequent exchanges with formal school leaders. However despite this, Struyve and Kelchtermans describe how the working lives of teachers in leadership positions have a profound and mostly positive impact on the socio-professional relationships that occur in schools, in particular job satisfaction and the development of professional identity. In this way, emotions and feelings can supply rich information and support leaders to make meaning about the relationships that occur as part of job related tasks. Buric, Penezic, and Soric (2017) report on how teachers' job related tasks affect the variety of emotional experiences they undergo. When asked what they find inspiring or fulfilling about their jobs, teachers described activities and professional tasks that promoted positive emotions such as joy, fascination and pride. However, on occasions aspects of teachers' jobs were noted as eliciting negative feelings such as powerlessness, frustration, anger and fear. As well as professional tasks, the behaviours of senior school leaders also shape teachers' positive and negative emotional experiences therefore "influencing teacher morale, burnout, stress, commitment, and self and collective efficacy" (Lambersky, 2016, p. 379). According to Leithwood and Jantzi (as cited in Lambersky, 2016, p. 380), senior leaders' influence extends to having the ability to create a "shared sense of direction, clear goals and support, and encouragement for peoples' work".

As indicated within this literature review, there have been several studies examining emotions and leadership, but research specific to P.E. leadership is sparse. Accordingly, this study addressed this topic and looked to examine P.E. leaders' key emotional experiences as part of their jobs, with the intention of contributing to the international literature in this area.

Chapter Three: Methodology

The following chapter outlines the methodology used to carry out research concerned with key emotional experiences of P.E. leaders. A brief outline of the theoretical framework and research design is followed by the research process, data collection, ethical procedures and the data analysis carried out to complete the study.

Introduction

The purpose of this study was to identify the influence of emotions in secondary school P.E. leadership, in particular, the key emotions that were experienced and reported by P.E. leaders. This study was directed by specific investigative questions that require distinct theoretically informed research approaches (Silverman, 2001; Mills, 2007). When endeavouring to gain a greater understanding of functions such as leadership in P.E., there are underlying philosophical perspectives that should guide researchers' methodological approaches. The methods selected to investigate the research question in this study drew on an interpretive approach which was qualitative in nature. These interpretive practices have determined the selection of specific participants, the method of data collection, and the forms of data analysis (Denzin & Lincoln, 2011). The methods were applied in context as a consequence of the study being socially situated (Mutch, 2013). This study allowed for the gathering of rich descriptions as well as understanding the importance of emotions in P.E. leadership, in ways that educators can relate to and find meaningful. Current research in this area is sparse and it was anticipated this study could increase awareness of the ways in which P.E. leader's experience emotions in their role as middle managers in the secondary school environment.

Theoretical Framework and Research Design

This study was guided by a humanist paradigm in that it was respectful to, and acknowledged people's emotions. Humanism has been advocated in education by some of the greatest educational thinkers throughout history (McGee, 1994). Teachers who subscribe to humanistic theory identify goals for their students that not only include learning, but also support individuals evolving on a path to reaching their full potential as human beings (McGee, 1994). The humanistic educator is therefore concerned with the development of students' self-worth and self-concept at the same time as fostering the self-concepts of others. McGee's (1994) description of humanism suggests that the HPE curriculum (Ministry of Education, 1999) is underpinned by a humanistic approach that focuses on unifying concepts such as 'self-worth'

and 'relationships with others'. Such Humanistic intentions acknowledge that individuals function as a whole person, each continually striving to develop their physical and thinking abilities in conjunction with feelings or learning in the affective domain. Unlike previous P.E. curricula, the introduction of the HPE (Ministry of Education, 1999) document and more recently the NZC (Ministry of Education, 2007) saw a shift from a technocratic focus where the human body is viewed as a high performance machine, to a curriculum where the aim of P.E. programmes is to "encourage students to move skilfully, engage in enjoyable physically active lifestyles and reflect and critique the social context in which they do this" (Culpan, 2008, p. 3). In conjunction with this new vision for the curriculum, Culpan as one of the writers of the HPE (Ministry of Education, 1999), describes how the writing group set out to inspire physical educators to become more holistic in their P.E. practices, and to embrace connections with the "critical and humanistic dimensions of learning" (p.3). Of particular interest in regards to this study, is the idea expressed in humanistic theory that all people are deserving of dignity and respect and should be valued by others (McGee, 1994). McGee (1994) believes that this can be expressed in education when personal responsibility and the concern for others are seen by humanistic teachers as criteria for social and moral development. Such social and moral development is supported through connecting with both the Underlying Concepts of Attitudes and Values and the Socio-ecological Perspective, as well as in the Achievement Objectives from the Strands in the HPE (Ministry of Education, 1999) document.

Similar to how most qualitative research is outlined, this study was positioned within a social-constructionist framework where knowledge is seen to be constructed as opposed to created (Burr, 1995). It subscribed to the idea that meaning is created by the researcher as they interpret the experiences of their participants from the research data. This epistemological view of social constructionism, "a theory of knowledge embedded in theoretical perspective and thereby in the methodology" (Crotty, 1998, p.3), refutes the existence of objective fact. Instead, social constructionism opts to describe knowledge as derived from looking at the world from certain cultural and historically-specific perspectives (Burr, 1995). Denzin and Lincoln (1998) endorse this view stating that, "knowledge and truth are created, not discovered by mind" (p.236). Researchers not only manufacture their individual knowledge as a result of personal encounters through their research, but also represent and understand that knowledge within a wider social environment (Burr, 1999).

Qualitative research means different things to different people and can be viewed as having both strengths and weaknesses. It has been critiqued from a positivist perspective where arguments about a lack of credibility and rigor are provided and only in the post 1970's has it overcome the supposed limitations to scientific methods of research (Shenton, 2004). A strength of qualitative methodology is that analysis occurs every step of the way permitting both flexibility and the making of carefully selected changes (Taylor, Bogdan, & DeVault, 2016). As such, qualitative research has the ability to deal with a variety of in-depth and rich data (Taylor et al., 2016) such as that gathered from investigations into emotions and their role in educational leadership. Bogdan and Biklen (2007) point out that the goals of qualitative research include description, understanding and interpretation. At its heart is the ability to gain a deeper understanding of social worlds, where the researcher has the capacity to become immersed in the research in order to actively seek information that may reveal truths and lived experiences of participants. Qualitative investigations pose questions that aim to help researchers interpret, describe and understand the events and meanings in individuals' lives, where the researcher acts as would a detective, developing hunches and looking for evidence until a picture emerges (Wiseman, 1974).

This study drew on relevant emotion theories including Lazarus' (1991) Cognitive-Motivational-Relational theory of emotion, Gross' (1998) theory of Emotion Regulation, Noddings' Ethic of Care (2013), and the Emotional Labour of caring (Hargreaves, 1998), all of which are addressed in the literature review chapter. These theories are important as they informed the theoretical framework of this study. For example, Lazarus' theory offers an explanation for individual differences in how people understand and experience emotions and therefore the role of emotionality in the work place. Noddings (2013) makes connections between caring and teaching by describing how schools can be organised to offer continuity and support for developing relationships, in particular, relationships of care and trust (Noddings, 1995). Traditional school curricula urges learning to be universally designed, however Noddings believes that it is logical and practical to look beyond schools as single-purpose academic institutions. She instead proposes that "developing people with a strong capacity for care is a major objective of responsible education" (Noddings, 1995, p.678). This position provides the humanist framework for this study.

To understand what caring means and how it is expressed is important when making connections to its place in education. Noddings (1995) suggests that many people assume the

act of caring to be a “warm, fuzzy feeling that makes people kind and likable”, but she herself prefers to think of educational caring as a “continuous search for competence” (p.676). She goes on to say that the intention of those who care, is to give their best to whom they offer care, which is an idea that is closely related to the humanistic intentions underpinning the HPE (Ministry of Education, 1999) in the New Zealand Curriculum (NZC) (Ministry of Education, 2007). Whereas the previous P.E. syllabus (Department of Education, 1987) taught the theory and movement of the body from a techno-centric basis and bias, the 1999 HPE document saw the introduction of Strands that broadened the objectives for student learning. These Strands in conjunction with the Underlying Concepts are relevant to Noddings’s themes of caring which she describes as demonstrating “respect for the full range of human talents” (Noddings, 1995, p.678).

The theoretical framework that is used for this research also drew on the Ethic of Care that is required of teachers and teacher leaders. Noddings (1995) expresses there are both gains to be made in academic achievement as well as and human development when we educate about care. With this in mind, leaders of HPE departments will be seen to be authentic to the humanistic intent of the curriculum from which they teach, if they themselves engage in acts of caring.

As well as caring, teachers are expected to perform many other tasks that may stimulate the experience of a variety of emotions. Gross’ theory of emotion regulation looks to predict the changes in how a person will feel as a result of applying different emotion regulation strategies across different emotion-evoking contexts (Gross, 2015). According to Hargreaves (1998) teaching is an “emotional practice” (p.835) and like other such caring professions, it requires both emotional sensitivity as well as “active emotional labour” (Hargreaves, 1998, p.840). Emotional labour occurs when teachers engage in the teaching process and are required to “induce, neutralize or inhibit their emotions so as to render them appropriate to situations” (Isenbarger & Zembylas, 2006, p. 123), and can be seen as having both negative and positive functions depending on the situation. Teachers however, are expected by many in the community to show exemplary control over their negative emotions (e.g. their anger and frustration), and only outwardly show the positive emotions that develop caring relationships with their students (Isenbarger & Zembylas, 2006). “The concept of emotional labor puts care into context” (Hargreaves, 1998, p.840) and this idea helps to shape the theoretical framework for this study. Caring as presented by Noddings (2013) is important in the context of the study as

it views caring both as an approach and as an emotion requiring not only “love”, but also “labour” (Isenbarger & Zembylas, 2006).

Method

This study involved participants who work in an educational context. Schools themselves are social contexts that are forever experiencing change. Consequently, teacher leaders carry out their roles in a dynamic and social environment, where relationships and multidirectional interpersonal interactions are an inescapable part of the process (Hargreaves, 1996). This involves exposing levels of complex details that includes the numerous perspectives and realities of individuals. For the researcher to understand their participants’ perspectives they must utilise and acknowledge the lenses through which they filter information. Denzin and Lincoln (2000) reiterate this by stating, “there are no objective observations, only observations socially situated in the worlds of – and between – the observer and the observed” (p.19). As such, the contributions, value and substance attributed to qualitative research is measured by the extent that it enlightens , shapes and informs how we view the world (Eisner, 1981).

Four Physical Education (P.E.) Heads of Department (HOD’s) who are immediately responsible for decisions affecting teaching staff, were purposively selected to participate in this study. In an attempt to ensure heterogeneousness, the selected participants included two males and two females, of whom one male and one female were employed at single sex schools for girls and boys respectively. The other male and female participants were both employed at co-educational schools. Selection of participants avoided teachers who were in unusual or exceptional circumstances (Gratton & Jones, 2010). There was no prerequisite for participants to understand the social construction of E.I. Information letters to the school principals were supplied seeking permission for the four HOD’s to be involved. Following this, participants were invited to join the study and those who accepted were asked to sign a letter of consent and a further consent form was given to the participants’ line manager or the school principal.

In summary, the steps included:

1. Contact was made with the school Principals to explain the project and gain their consent
2. The HOD’s were emailed to arrange a specific time that would work for them to meet with me.

3. I met with the HOD's to explain the project and what would be required from them. At this point they were given time to consider their involvement in the project prior to signing the participation consent form.

Data collection

A semi-structured interview was conducted with each participant in a location of the participant's choice. These locations included at home, in individual office spaces and in one case, at a local café. The interviews each lasted between 45- 60 minutes and having negotiated with the participants prior to each interview, were individually audio recorded ensuring participant responses were captured accurately. The interview schedule was based around the five sub-questions that were created to support the investigation of this study's focal question. Throughout each interview, the interviewer responded by asking further spontaneous questions relevant to the information that the participants shared (Glesne, 1998). In this study therefore, the interview schedule was not viewed as set in stone but instead the initial prepared questions were used as a guide and were modified or replaced when appropriate.

The following are the specific questions and sub questions that were asked:

- What personal emotions do you experience when you perform your leadership role?
- Are you ever aware of feeling any emotions during in your work?
- Do you ever feel yourself being in an emotional state?
- Can you think of any times that you might have been aware of that?
- What leadership tasks generate these emotions?
- What do you perceive are the emotions that you express that generate the most positive responses from your staff?
- What do you perceive are the emotions that you express that generate the least positive responses from staff?
- What emotions do you believe should be role modelled in Physical Education Leadership?
- Why do you think this?

Such semi-structured interviews have been described as a construction site of knowledge, where two people are conversing about a theme of mutual interest (Kvale, 1996). In this way the interviews conducted in this study provided accurate, relevant data, as well as offering an opportunity to explore alternative explanations of the theme being discussed (Glesne, 1998).

Hargreaves' studies (1998; 2000) into Emotional Labour, support the selection of semi-structured interviews as a data collection method, as he described these as revealing insightful findings about emotional considerations for participants.

Each interview was transcribed and the transcripts were offered to the participants should they wish to check for accuracy.

Ethics

Ethical approval was sought and granted by the University of Canterbury Educational Research Human Ethics Committee prior to conducting this study. During this process it was made clear that the purpose of the study would be explained to the participants as well as the expectations and requirements of them should they agree to be involved. If any participant wished to withdraw from the project at any time, all of the data involving them would be deleted immediately and not used in any way. This situation did not arise as all four participants were happy to remain involved throughout the course of this study.

Accounting for participants' right to confidentiality was established (Taylor, Bogdan, & DeVault, 2015), and although absolute anonymity could not be guaranteed, it was made clear that the schools and the participants would not be identified in any way. Although no Māori consultation was required for this research study, the principles of the Treaty of Waitangi were upheld at all times. Above all, there was the expectation that all research inquiries would be carried out in ethically sound ways so as to ensure that no harm would come to the participants as a result of their involvement in the research. All collected data was kept in a secure place and was only available to the researcher.

Trustworthiness

1. Trustworthiness (Harrison, MacGibbon, & Morton, 2001), is a term synonymous with qualitative research. In adopting an interpretive methodology, considerations of trustworthiness of the research can replace notions of validity and reliability in quantitative research. Yin (2011), describes the importance of building trustworthiness of qualitative studies and states that there are three goals that researchers must adhere to. These goals are-
2. Transparency, including documenting, describing, making available data and analysis of the study. Often undisclosed personal philosophy or epistemology, and predetermined

schedules and questions, impose a strong bias on the collected data. In order to address the possibility of this occurring in this study, there is a need to be honest and completely transparent by disclosing intended research methods and motives to participants so as to safeguard trustworthiness.

3. Methodic-ness, which involves following a set of research procedures while still including unanticipated events

Adherence to evidence, so as to “base conclusions on data that have been collected and analyzed fairly.” (Yin, 2011, p. 21). Reciprocity (Denzin & Lincoln, 2008) in the research process helps to address this issue by giving both participants in the research as well as the researcher, equal power to realise their own best interests. This can be achieved in part by offering participants opportunities to view field notes and interview transcripts. Importantly, trustworthiness can ensure that the researcher does not exploit their participants as they look to gather quality data.

According to Guba and Lincoln (1989), there are four aspects of trustworthiness which must be established in qualitative research, these being Credibility, Transferability, Confirmability and Dependability. Credibility is addressed by comprehensive and well-linked accounts where areas of uncertainty are identified so as to ensure confidence in the ‘truth’ of the findings.

Transferability refers to providing extensive and careful descriptions so that readers can apply the study to their own situations. Confirmability is related to the tracking of the data sources so that methods and processes are described explicitly throughout the actual sequence of the research process, and do not reflect researcher bias. Shenton (2004) describes confirmability as the qualitative investigator’s concern for objectivity. He stresses the importance of ensuring research findings are presented as the participants’ ideas and experiences and not the preferences of the researcher. The process of triangulation (Denzin & Lincoln, 2008) allows the researcher to establish validity by examining a research question from multiple perspectives and can be effective in reducing the researcher’s bias. Dependability is concerned with the stability of the data over time whereby findings are consistent and could be repeated (Schwandt, Lincoln, & Guba, 2007). Shenton suggests that the meeting of the dependability criterion is difficult but despite this, Lincoln and Guba stress the importance it has in ensuring credibility in research. This study described the processes and the methods used including the planning and implementation of the research, how the data was gathered, and reflection on the study and its effectiveness (Shenton, 2004).

Data Analysis

Initially, I decided on my research question where I brought together my interest in emotions and their contribution to leadership in education. Having developed five sub-questions, I conducted the semi structured interviews with four P.E. leaders who had previously, been purposively selected as explained above.

Prior to analysing my qualitative data, I followed some important steps including:

- Revisiting my research question to allow for clearer connections with the possible themes that came to light
- Ensuring my transcripts include pseudonyms for my participants (Snook, 2003).
- Preparing my transcript for easy analysis. Specifically, I indicated my research question, a key with explanations of the transcript dialogue and symbols that I used. I allowed for a margin on the left-hand side for notes and interpretations. Importantly, I identified the line number corresponding with the speaker so that during analysis of contextual topics, I was able to note where the excerpts originated from after I cut them up (Morton & Mills, 2013).

This data were analysed using thematic analysis (Bogdan & Biklen, 2007) procedures whereby:

1. Responses to the interview questions were transcribed from recordings
2. Codes were developed from the participants' statements (further details given below)
3. Similar codes were grouped and any uniquely coded responses were maintained separately.
4. Coding patterns were established and categories were created which were then collapsed into 2 themes. The categories included-
 - Shared Leadership
 - Internal department responsibilities
 - Middle management tasks
 - Staff interactions
 - Personal life
 - Caring tasks
 - Staffing changes
 - Theorising points including Humanistic approaches and Emotional labour in action/surface acting

5. The themes that were identified from the patterns occurring in the coded responses and subsequent category groupings were-
 - Performing Professional Tasks
 - Staff Care

These themes allowed me to interpret data so as to re-present in my analytical memo, the ideas, thoughts and feelings of the participants. (Bogdan & Biklen, 2007)

Using transcripts from the four interviews, I noted any specific contextual information alongside the material where this appeared to support the description of meaning from the participants' responses. I ensured that each transcript was complete by assigning the interview questions in a column to left. Using text highlighting, I colour coded responses that included emotions words with the corresponding colours on Nathanson's et al (2016) Mood Meter (used with permission, see Appendix 1). These colours were Red (high energy, low pleasantness), Yellow (high energy, high pleasantness), Green (high pleasantness, low energy) and Blue (low energy, low pleasantness). I also used further colours to code responses where leaders' had made connections with components of E.I., shared leadership, caring, and humanistic approaches. Having completed this coding I grouped texts together with responses that were similar to each other. Further refining of these groups resulted in the creation of the two themes: Professional tasks and Staff Care.

Below is the summary of the method that I used, which was informed by the theoretical framework that was part of the overall research design for this study.

Summary of Research Approach

1. Conceptualising the Research Question

“What do Physical Education Heads of Department perceive is the importance of emotions in their position as department leader?”
2. Review of literature
 - Emotions
 - Humanism, P.E. and the Ethic of Care
 - Emotional Intelligence
 - Leadership and Emotion
3. Theoretical Framework

- Humanism
 - Social Constructivist Framework
 - Emotional Theories
 - Lazarus' cognitive-motivational-relational theory
 - Gross' Emotion Regulation
 - Noddings' Ethic of Care
4. Research design
- Qualitative, interpretive Study
5. Method
- Participants- Four P.E. HOD's
 - Data Collection- One 45-60minute semi-structured interview per participant; Five sub questions; Audio recorded
 - Data Analysis- Identification of two themes
6. Findings and Discussion- Four key Findings
7. Conclusion

In the next chapter, the Findings and Discussion of the data analysis will be presented.

Chapter Four: Findings and Discussion

Introduction

The following chapter outlines the Findings and Discussion from this study. A brief outline of the two themes generated from the data is followed by a discussion where meaning is given to the groups of data within each theme. Participants' own voices are heard where quotes are included to further explain how the data has been interpreted. This chapter concludes with a brief summary of both Themes.

Findings and Discussion from this study

This study sought to identify the influence of emotions in secondary school P.E. leadership, in particular the key emotions that are experienced and reported by P.E. leaders (as referred to as HOD's). It describes the situations that evoke emotions and the sorts of emotions that leaders experience in their roles. In their semi-structured interviews, the P.E. leaders were asked a series of five questions to elicit their perceptions on their experience of emotions. The questions were as follows:

1. What personal emotions do you experience when you perform your leadership role?
2. What leadership tasks generate these emotions?
3. What do you perceive are the emotions that you express that generate the most positive responses from your staff?
4. What do you perceive are the emotions that you express that generate the least positive responses from staff?
5. What emotions do you believe should be role modelled in Physical Education Leadership? Why do you think this? (Appendix A).

Through their responses to these, participants were able to provide descriptions of what types of emotions they perceive to be connected with various aspects of their jobs. From categorising the responses, what became clear is that participants were firstly teachers who were also performing middle management leadership roles in their schools. This was regularly demonstrated during their responses to the questions, as they were often drawn to discuss teaching as opposed to leadership related common emotions. Findings also indicated that the responses to questions regarding the duties required in their professional role, as well as those

that related to staff care within their department, involved both negative and positive emotions (and emotional climates), and depended on the question asked.

These emotions are listed in Table 2 below (from most reported at the top to least reported at the bottom).

Table 2

Emotions reported by one or more of the four leaders (from most reported to least reported)

Negative emotions	Positive emotions
Frustration	Pride
Anxiety	Happy
Stressed	Humbled
Overwhelmed	Trusted
Panic	Excited
Pressured	Empathetic
Disappointed	Grateful
Nervous	Enthusiastic
Fear	Compassion
Disempowered	
Flustered	
Grumpy	

As shown in Table 2, more negative emotions were reported compared to positive emotions.

The term *negative* refers to emotions that may be experienced as unpleasant, while the term *positive* emotions refers to those that may be experienced as pleasant (Nathanson et al., 2016; O'Toole, 2018). These lists also include terms that represent core emotions that are generally agreed upon by emotion theorists, such as happy, anxious, fear (Lazarus, 1991), and more complex states that reflect the individual participant's perceptions of their affect such as stressed or pressured (Kuppens, Champagne, & Tuerlinckx, 2012). The term 'grumpy' may tend to reflect the leader's mood rather than the more transient emotion of anger (Oatley & Jenkins, 1996). However, for the purposes of this analysis, due to the same neurological processing of these states aside from duration and intensity, these have been grouped together. While the theoretical and experiential differentiation between mood and emotion has been noted in the

literature review, this study has treated moods and emotions similarly for the purposes of understanding the participants' overall emotion related experiences.

The following thematic table (Table 3) outlines the two main themes that have emerged and patterns of responses along with a brief description of the accompanying codes.

Table 3

Themes, Patterns and Codes arising from interview data

Themes	Patterns	Codes
Performing professional tasks	Internal department responsibilities	<ul style="list-style-type: none"> • Organising and running meetings • Equipment and facility management • Staffing
	Middle management tasks outside of the department	<ul style="list-style-type: none"> • Advocacy of department-
	Relationships with the wider school community	<ul style="list-style-type: none"> • Profile of the department • Reputation within the school
	Management of areas of responsibility	<ul style="list-style-type: none"> • Resource maintenance – care for resources required • Practical-logistical considerations
	Managing the 'self' professionally and personally	<ul style="list-style-type: none"> • Emotional regulation
Staff Care	Shared leadership	<ul style="list-style-type: none"> • Opportunities – changes to opportunities available/ changes to opportunities so staff can lead in ways within the department
	Professional interactions with staff	<ul style="list-style-type: none"> • Interpersonal awareness – awareness of others' condition • Humanistic approaches in line with the intentions of the HPE (Ministry of Education, 1999)
	Relationships with colleagues and collegial support	<ul style="list-style-type: none"> • Empathetic understanding – Compassion, awareness of students' condition • Care for fellow workmates
	Being authentic to what you role model and teach	<ul style="list-style-type: none"> • Leading in ways that support others to experience personal growth • Being human

As shown in Table 3, a number of codes were identified and these in turn appeared to group together under a smaller number of categories, shown as 'patterns', leading to the identification

of two main themes, namely 'Performing Professional Tasks, and 'Staff Care. For example, codes that were indicative of administrative responsibilities such as organising and running meetings, managing equipment and facilities and staffing issues have been categorized as 'Internal department responsibilities'. Other management related tasks, including their perceptions related to self-management of their emotions while performing professional tasks, were similarly coded. In total four categories were eventually grouped under the main theme of 'Performing Professional Tasks' (see Table 3).

Similarly, all four participants also described other aspects of their role that demonstrated their personal sense of care that they had for their staff as individuals for whom they felt responsible. As shown in Table 3, Codes that were derived included inter and intra-personal aspects of their role, which they also linked back to the humanistic philosophy underpinning the HPE Curriculum (Ministry of Education, 1999). Further, the findings indicate that the Performing of Professional tasks was linked to leaders' negative emotions or those that provide a low level of pleasantness, whereas conducting tasks as part of Staff Care generally elicited positive emotional experiences. In the following sections, the teachers' interview data are presented and discussed and interpreted under each theme.

In this chapter, each theme is introduced and briefly explained. The sub-themes are then identified with relevant examples from the interview data to illustrate the context(s) and participants' perceptions. Each sub-section concludes with a brief discussion relating the overall themes to the literature to give greater meaning. The chapter concludes with an overall summary and discussion.

*Theme A: Impact of performing professional tasks on emotions experienced
(under the heading of 'Professional Tasks')*

An important issue considered in this study, was the impact on leaders' emotional experiences as a result of performing certain tasks required of them in their professional roles. These tasks were specifically concerned with leaders' interactions with department staff, senior management, and teaching colleagues, as well as others in their personal life. In particular, activities such as the ways leaders were required to advocate for and promote their department within the school, engage their staff in department activities, and balance their work and home lives, were of emotional significance.

Outlined in the following sections is a more specific analysis of the data concerning particular aspects of the leaders' professional tasks.

Internal Department Responsibilities

All four participants described similar tasks involved in running their departments, as prompting emotions they perceived to be unpleasant. On analysing the interview data, three codes for these emotion- evoking tasks were identified: *organising and running meetings, programme development, and staffing*.

Organisational tasks were those described by all of the leaders. These were concerned with day to day department procedures including conducting meetings, organising relief teachers, responding to changing situations, and facility or equipment maintenance and allocation, all of which induced several shared emotions in each of the leaders. Emotions included frustration and anxiety. For example, leaders identified situations where they were aware of emotions including:

Erik- You know, here we go again. People are just dumping things in here. Come on staff! ... I'm a bit of a blue/red person in terms of routines and practices. I like to go there and know things are in the right place and you know...this goes here and this goes here because then we can find it all. There's an immense frustration with that ... sometimes I'm having a little swear and curse and probably inside, well I hope it's inside my head!

Similarly, Mia described how she felt when her staff are required to take ownership of their work space and equipment.

Mia- Ohh, I use my words quite strongly sometimes (laughs) and my mannerisms would be quite, quite emotive. I say, 'Your Mum's not at work with you so we actually all have to do it', and that type of stuff, so...I'm very blunt if I'm frustrated with them.

Nicky described how her role as a manager and staff performance appraiser can prompt her to experience anxiety.

Nicky- At times you've got to pull them (department staff) into your office and tell them off or tell them "you're not meeting this criteria or that criteria". Well, here we go. This is going to be fun, so your whole anxiety goes up!

On occasions, the leaders indicated they were aware of negative emotions that they were experiencing and at the same time, describing how they consciously reappraised the situations in order to be able to evoke different, and in most cases, more positive emotional experiences.

Erik- I get to school by half past seven. I'm trying to get myself organised for a few things for my classes and the boss comes over and he pulls me aside and he wants to

talk to me about something... and here's me thinking, I need to deal with this but I've got to get myself organised because that's, that's what I'm here early for... and so it creates this little bit of anxiety from me and I, I sort of feel like I'm a little bit flustered by that...then perhaps one of my department arrives and asks me a question. Or it could be the fact that all of a sudden, I've got a relieving teacher coming in! I'm trying to organise my classes but now, I've got to sort out the other classes too. So all of those things cause that emotional response inside you and sometimes it's just a matter of going, well ... I can do this.

Mike also referred to how he wishes to maintain a positive approach despite the demands on him as he attends to his professional tasks.

Mike- I think the environment is one of "do now"...and so I try and work in a goal orientated way. What can I do, what can I finish now that can lead to the next one? What can I tick off? What's next? If it's not a priority, it falls off...I don't want to create situations where you bring pessimism and you bring frustration. Those things should be fleeting emotions and then the other ones should be the lasting emotions. But you do get frustrated and you do get pessimistic but you try and exhibit those positive emotions as much as you can.

The ability to recognise emotions as they are experienced as well as how these emotions may be altered through cognitively reappraising particular situations, is described as a component of E.I. (Mayer & Salovey, 1993). Mayer and Salovey believe that when performing roles that require complex interpersonal interactions such as leading a P.E. department, successful regulation of emotions offers leaders the opportunity to attend to information that enables them to better process and problem solve. It appears that in order for Erik and Mike to give priority to, and adequately perform their professional tasks, they regulate their emotional experiences through reappraisal of certain emotion-evoking situations.

Middle management tasks outside of the department

Three leaders also described the tasks involved in carrying out the role of a middle manager in the wider school setting, as instigating emotions they perceived to be unpleasant. The data analysis revealed the single code: advocacy for the department. While advocating for the needs of their department with senior management, leaders experienced frustration, feelings of vulnerability, as well as being overwhelmed. For example, leaders identified situations where they were aware of emotions including:

Mike- It's a double edged sword of looking after your own nest, your own environment compared to the direction of where the school is going across departments. One of the biggest frustrations is the silo effect of a school as it contributes to people's frustration about not being heard, and other groups having more influence, and sometimes even whether or not you are able to advocate for your area's needs or vision.

Erik- Yeah, and so I can understand why there is a lack of people that really want to be in middle management positions because you carry a lot of responsibility and a lot of weight for lots of things that are important for your department. You sign a contract with a job description, but a lot of that stuff is not in there. There's definite pressure.

Mia- When our department wants to suggest change, ohh, it's demanding! At middle management they push back and say, 'that that's not how we do it. Let's do it the way we've always done it because that's easy'. It makes me want to smash my head against a brick wall!

Although these are different examples in their specific issue, the common aspect was that managing your own department does not occur in a vacuum and as Erik has also added, this fact puts people off wanting this Head of Department role.

Those middle management responsibilities reported by leaders as eliciting negative emotions, are consistent with the literature reviewed for this study. Leaders reported feelings of pressure, frustration and helplessness while advocating for their departments' needs in competition with other Faculty or Department Heads. Lambersky's (2016) research examining the effects that senior school leaders have on teachers' emotions, (in particular their morale, commitment, efficacy, and levels of stress), highlights the impact that political forces have on department leaders. Experiencing frustration at being accountable for competing and interrelated factors in schools, was related to negative impacts on the perception that leaders have of their role. This is also reflected in the research undertaken by Abbasnejad, Farahani, and Nakhaei (2013) where conclusions drawn from the data advocate for educational courses that will improve E.I. in teachers and teacher leaders. This would be with the aim of reducing the occurrence of such

negative emotions and subsequent influences on the decision to remain in, or leave the profession.

Relationships with the wider school community

Three of the leaders provided similar descriptions of negative emotion evoking tasks involving the relationships they had with the wider school community. The data analysis exposed two codes for tasks that concerned: the profile of the department and the department reputation within the school.

Leaders expressed a belief that there is a constant requirement to promote their department as a valued learning area, which led them to experience unpleasant emotions including frustration and stress, as well as outcomes which left some leaders feeling undervalued in their roles.

Erik- There is some stress associated with making sure our department gets things done when the school wants it to be done. Any task where they want information from different departments, they want moderation done, they want appraisals done. I want us to be at the forefront of doing that and doing it well. I want that because it reflects on us as being really good practitioners and really immensely professional in what we do.

Similarly, Mike expressed his frustrations at trying to ensure P.E. has a positive profile and a reputation that it deserves within his school.

Mike- if I'd have taken that (proposal) into that environment with other department areas, there's a risk, a frustration that the thing that your department wanted, would've been shot down or not listened to because people are concentrating on their own environments rather than the greater good. It's hard to get people on board with P.E. matters sometimes.

Despite the negative emotions elicited from trying to establish a credible profile for the HPE faculty in his school, Erik managed to turn this into a positive driver of quality HPE programme development.

Erik- I've had to defend the subject (since becoming optional at year 11) because they keep wanting to take time away. Having to justify the importance of what I was doing made us (the P.E. department) really reflect on what we are actually teaching. The frustration of that has been a really good thing in terms of me questioning what I do, how I do it, and the importance of what we do.

Nicky however, found the lack of recognition for the work that she puts in as a department leader, demotivating at times. She states:

Nicky- It doesn't seem like they rate this job. With senior management, it's about being truly valued ... they turnaround and go, 'ohh you do a great job, you do a great job in PE. We would be lost without you. You do a great job.' That's it, and I get one period a week. Not that I'm asking for more but I don't think they realise, if I didn't

do what I'm doing, if I leave, well 's#@t'(expletive) is going to hit the fan basically. A lot of staff do not want my job, you know. They don't want it and that's happening more and more. People don't want it.

Erik described his frustration at the outdated yet still commonly held belief in his school that as the head of the HPE faculty, he should be responsible for sporting activities that take place in the gymnasium. He stated:

Erik- I have frustrations around sport in the school and one of those big frustrations is our gymnasium. So we teach in it. This is our classroom. This is our P.E. teaching (space) and this is our staff area and our work area, and any behaviours here that happen outside of our teaching impact on us. Lunch times, after school ... but the management of that and the control of the students' behaviours, about what's acceptable for example, is not strong. So it often falls back on to me. So I've got to be the dragon that lays down the law. I try and do that in a positive way but sometimes, you've just got to crack the whip.

Erik also highlighted the lack of understanding that many non P.E. teaching staff have about the HPE curriculum, and gave an example of how this impacts his role as department leader and the subsequent frustration he feels.

Erik- Do I have frustrations with the staff? I, I do in terms of not my staff, but other staff ... when they come over to relieve at times in our subject, they feel awkward, they really struggle with that and so when we set them tasks to do for relief, we don't set them meaningful learning tasks. We set them a simple activity because they can't do the meaningful things because they don't have enough knowledge or expertise in all of the concepts that underpin the learning we're trying to achieve throughout our lessons.

Struyve and Kelchtermans (2013) believe that these types of frustrations experienced by leaders can result in them questioning their own professional identity, as well as potentially causing the breakdown of staff relationships. In their own study examining the perceptions of teacher leaders regarding how their roles affect their professional relationships, they found that the organisational structure of the school played an important part in determining the impact on their emotional experiences. In addition to this, Struyve and Kelchtermans acknowledge that although such socio-professional relationships are mostly positive and supportive, they are also linked to the development of work pressure and stress when advocacy is required where micro-political interactions occurred within the school. Nias (1999) reinforces the importance for educators to not only create positive socio-professional relationships, but suggests if teacher leaders aren't feeling supported or accepted by their fellow educators, such as the case with Nicky, that this will create difficulties in carrying out their duties effectively.

Management of areas of responsibility

Managing areas of responsibility was perceived as evoking negative emotions in three of the four leaders. The data analysis revealed two codes for aspects of the leaders' roles that elicited these negative emotions, those being: maintenance of resources and the practical and logistical considerations for running the department. The logistics of carrying out the head of department role were depicted as being complex and time consuming with the following three leaders describing the related tasks as sources of emotions such as frustration, helplessness and panic.

Mike explains:

Mike- the problem with schools or education is that every minute seems to be different and everything you're trying to do seems to be different. There's always going to be a build-up of helplessness and frustration as you're trying to be and do everything and that is sometimes when you're potentially less able to meet the vision that you want because you're restricted by resources, time and processes. I call it the boiling pot of pasta. So it's on the stove. It's boiling away and it's, it can simmer for hours but the minute the lid goes on, it just can boil over, it can explode. So sometimes I have to turn the heat down and sometimes I have to take the lid off, you know but sometimes it just blows over

Nicky provided a specific example of how her leadership responsibility to maintain what is a shared school and public facility, can generate similar negative emotions:

Nicky- Like the panic I'm feeling at the moment. I had to ring Tracy (facility manager), and I said, we need a meeting with someone higher up and us, maybe even with John (the principal) too. I'm feeling our department are going to be left being screwed over and I'm actually in a panic because if I've got to run this department, carry on teaching and then start with this new crew of (non-teaching facility) staff that have no history of the school OR the facility, it's a whole other workload that is beyond an HOD I think, and doing that and being a Mum, well...

Struyve and Kelchtermans (2013, p. 72) refer to these potentially 'emotionally laden experiences' as stemming from the increased workload required of teacher leaders. Mike painted a picture where he was required to be a 'jack-of-all-trades' which at times resulted in him experiencing frustration and helplessness. Nicky also listed aspects of her workload that left her feeling overwhelmed, including the sheer number of people she is required to connect with and the subsequent tasks she needed to complete. Despite both of these professionals being highly experienced department leaders, the diversity of their leadership duties still results in them dealing with what Struyve and Kelchtermans describe as feelings of not having "everything under control" (Struyve & Kelchtermans, 2013, p. 72). Over and above the multifarious nature of his leadership role, Mike alluded to the complexities of moving between being a subject teacher and department leader. This illustrates Struyve and Kelchtermans' (2013) idea where they

describe the regular commute between one's "own classroom and the broader school as an organisation" (p. 65).

Two leaders described how being dictated to by organisational structures within the school which were nearly always implemented by those in senior management positions, were seen as eliciting negative emotions. Erik describes this by stating:

Erik- I'll stand my ground and I think you've got to be able to, because it's a give and take situation within a school. You've got to feel confident. It's a big jigsaw and the whole jigsaw's got to come together. I want to be accommodating but I want to make sure that if we accommodate something, that we're seen to accommodate that for the greater need, and our department can expect something in return later on.

Below, Erik cites a specific example where he was potentially going to have to accept a senior management decision that left him feeling powerless in his role as department leader.

Erik- But last year when it came to staffing with my department I was told (by senior management) I had to appoint Graeme, but it was someone I didn't want to appoint (cites professional reasons for this). I'm really open about all of this, allocations and staffing with my department, and we talked about this together and that's the bluest I've ever seen my staff. When that was going to happen, there was just silence. Everyone was really down. It's the only time I've seen them just, well, I didn't know what to say.

Mike also noted the frustration he experiences when the strategic direction determined by the senior management of his school, fails to accommodate what he and his department perceive are equally important outcomes and measurements of student success.

Mike- I get frustrated being given a strategic direction for our department that comes from the senior management team or the school, about targets and aspirations that are measurable by a grade rather than the more holistic things that are not measurable by grades. But what can you do?

When asked if there were other outcomes that are equally important as grades Mike replied:

Mike- Yeah, definitely. More humanistic outcomes. We think that way in our department. It's part of being a physical educator.

These types of experiences reported by Erik and Mike are in line with Zorn and Boler's (2007) description of the relationship between emotions and educational leadership. They state that emotions within education provide a form of control and means of "political resistance" (p.149). Erik sought recognition of the give-and-take practice that supports the 'jigsaw' processes within the school, and described the need to feel confident with the stance that a leader takes with regards to this tacit agreement with senior management. Mike's example is consistent with Zorn and Boler's (2007) belief that in education, leaders, teachers and students play out roles

which involve “subordination and domination significantly through learned emotional expressions and silences” (p. 149), where despite his dislike for the grade-focused targets, he questions what he is able to do in order to change it.

Managing ‘self’ professionally and personally

The data analysis uncovered a pattern of responses that have been described as managing ‘self’ professionally and personally, which was assigned a single code: emotion regulation. All of the leaders described the necessity to regulate the emotions experienced as they performed their leadership tasks, so as to limit the possible negative impact on either their professional or personal relationships. In order to achieve this regulation, the primary technique they utilised was emotional suppression. Nicky articulated her awareness that she actively covered up how she was feeling on occasions, stating:

Nicky- Teaching’s a big façade at times. You’ve got lots going on underneath and you don’t let on.

Hochschild (1983) describes how that alongside performing the job related tasks required in a professional role, individuals will also be required to perform emotional labour (Hochschild, 1983) which involves exhibiting emotions deemed professionally appropriate. Nicky’s quote described her experience of emotional labour where she performs ‘surface acting’ techniques to mask the actual emotions that she is feeling. Nathanson et al (2016) note that at times this type of regulation is required as although the functional nature of emotions often enhances areas of individuals’ lives, when expressed inappropriately, they can compromise everyday effectiveness. Brackett and Simmons (2015) also highlight the impact emotions have on the quality of individuals’ relationships, which may be a reason for Erik regulating when, where and how he expresses his emotions, as well as choosing not to off-load work-related ‘emotional baggage’ at home.

Erik- You know you come home. You carry all this baggage from school and sometimes you want to talk about it... you need a release like that... and I don’t think you can have that release with your staff, but do I share a lot of this at home? No, not really. I know my wife comes home and she talks to me all the time, umm, about things that happen at work, and (I) listen, and yeah, I’m there, but I don’t tend to do that as much, probably because it’s so complex. I can’t put labels on all of the emotions though. I can’t.

Erik also described how he ‘puts on a front’:

Erik- I have learnt the importance of offering a front that appears to be positive, and I say, appears to be; sometimes I am and sometimes I’m not. I think that’s an

important thing to do in the job is that you want to appear to be calm, cool and collected umm, even though at times you can be angry in terms of things that are impacting on either your teaching or the things that you want to do

Berkovich and Eyal (2015) suggest that it is common in educational settings for leaders to utilise a variety of regulation strategies such as suppressing aggression, so as to remain calm. Both Erik and Mike noted that at times they regulate their negative emotions as they are aware of the impact non-regulation would have on their working relationships.

Erik- Ohh, you feel like you want to snap. Yeah, but that doesn't help anything. It doesn't help my relationship with my staff. It doesn't help them in the processing of what goes on... Yeah, so you've got to shut that down but it's happening inside you.

In his above response, Erik provided an example of how he utilises preventative emotional regulation. He also shows how he applies responsive regulation below when he described controlling his emotional expression with modified facial expressions (Sutton, 2004).

Erik- I can put the angry face on. I can really, 'ra ra' when I need to and then I can stop that act and I can change it back. I think it's important that they (students) can see you do that and so I, I really don't like doing that but if it's going to work with you, then that's what you'll get. Umm, I rather treat you as a nice young adult but every now and again beware. I'll cross the line.

Mike shared how he has been shaped to believe that consistency is paramount for successful leadership and how it can be achieved despite emotional variances.

Mike- A great teacher that I had once said one thing that people want to experience consistency. So no matter what's happened in your day, no matter what's happened in their day, that when you enter the room, they know you as you...I hope situations that influence my mood or how I feel negatively, show less outwardly. On the inside you may not be in the frame of mind that you want to be in, but on the outside, when you deal with people, they are unaware of that. I think that helps consistency which is one of the key things that I try and have in leadership or even in any interaction I have.

Mia implied that a degree of emotional suppression is required in order not to become emotionally exhausted. She described how she is considerate of the ways emotions are required in both her personal and professional lives.

Mia- Ohh every day at work, I get the best of the best from my staff. We all come to work every day and give 100 percent. Well not quite 100 percent all of the time cos when you get home, it's like, you've got to save something in the emotional tank otherwise things aren't going to be okay when you get home!

Two leaders had issues in their personal lives that affected their ability to perform their school leadership responsibilities to a greater or lesser degree, and in one case the leader intimated

feeling regret when describing the role conflict between being able to meet work and parental demands.

Nicky- I think when you're mature, you don't let people know your family issues, they're personal. There's lots of other pressures that come on but you don't bring them to work... I mean the earthquake ... my stress, with that and with dealing with work and my family is significant

Mia shared how her department supported to her to perform her job when she was impacted by some challenging personal circumstances, and the comfort that she felt as a result.

Mia- Personally my year's been quite challenging this year from stuff that's happening on my home front. The staff in this department have been great helping me here when I need it. I said to them the other day when we had Santa deliveries in the P.E. department, I said to them, you know, the reality is that even if I'm in a really shitty space emotionally, coming to work with you lot is my happy place.

Wrench and Garrett (2015, p. 221) propose that “teaching cannot be confined to school hours but constitutes a way of life”. This is in line with how Nicky perceives the interrelatedness between her work and home lives and the stress she felt during the period of the Christchurch earthquakes. Despite her attempts to separate what elicited negative emotions, her personal sense of self and professional self, strongly overlapped (Isenbarger & Zembylas, 2006).

Theme A Discussion

This theme addresses the research question to identify the emotions experienced by P.E. leaders. In particular, the responses were elicited from the sub questions:

- What personal emotions do you experience when you perform your leadership role?
- Are you ever aware of feeling any emotions or moods during your work? Do you ever feel yourself being in an emotional state?
- Can you think of any times that you might have been aware of that?

All four leaders reported that performing the variety of professional leadership tasks provoked negative or unpleasant emotions (Blackmore, as cited in Berkovich & Eyal, 2015). When describing their professional roles, leaders most commonly reported feelings of frustration, anxiety, stress and being overwhelmed, and helplessness. This is consistent with the literature which reports that specific working conditions including staff supervision, are associated with certain emotional experiences by those in leadership or managerial positions (Berkovich & Eyal, 2015). Nicky gave a description of how at times her leadership role elicits feelings of being

overwhelmed, and she suggested that this is a reason why the head of department job is becoming unappealing and that “people don’t want it”.

All four leaders talked about how they regulated negative emotions that were elicited by their professional tasks. Hoschschild (1983) refers to this act as a component of ‘emotional labour’ which can at times involve dramatic-style techniques to regulate emotions. She believes that this is a requirement in the teaching profession due to the high emotional demands of the job. This suggestion is consistent with how Zembylas (2005) believes there to be an emotional ‘rule’ within the teaching profession governing how emotions should be expressed within a range that is not too weak, but also not overly strong. Erik’s description of “offering a front that appears to be positive”, is one example of how leaders discuss their work in ways that are consistent with the emotional labour perspective. Emotional suppression allows him to perform his role according to the expected normal behaviour of teacher leaders in their workplace. One of his descriptions illustrated the internal conflict that plays out. He believed that, “in the job... you want to appear to be calm, cool and collected even though at times you can be angry in terms of things that are impacting on either your teaching or the things that you want to do”. Although Erik doesn’t explicitly refer to how he manages these emotions, it appears that due to the contrast in the emotions he suppresses and those which he exhibits, Erik is actively involved in acts of emotional labour.

Mike referred to the “boiling pot of pasta” metaphor for how he covers up the negative emotions of his job until at some point the “pot boils over”, inferring that appropriately or otherwise, certain negative emotions will eventually be expressed. Nicky also described her impression that those in her job put on a façade at different times and stated that “you’ve got a lot going on underneath and you don’t let on”. This is in keeping with how Berkovich and Eyal (2015) describe educational settings as sites where leaders will be required to use a variety of emotion regulation strategies such as suppressing aggression, in order to appear as being ‘in control’. This is also consistent with how Gross (1998) proposes that expressive suppression of emotions is a key component in regulating emotions that are deemed inappropriate for display in specific professional settings. The difficulty for the leaders in this study is that despite their attempts to regulate the display of certain emotions, they still experience feeling the original emotions.

Mia referred to the commitment that she and her staff show in performing their jobs and the emotional toll that it takes on them. Although she didn’t describe performing tasks that elicit

negative emotions, she did allude to the fact that the job drains a great deal of emotional energy, the remainder of which is still required for maintaining personal relationships. Specifically, she referred to the need to “save something in the tank otherwise things aren’t going to be okay when you get home”. Buric et al (2017), report an increased risk of teachers suffering burnout and leaving the profession if they are required to give of themselves to this extent on a regular basis. Blase and Blase (as cited in Berkovich & Eyal, 2015) suggest that in acknowledging and understanding how some of their leadership tasks elicit specific emotional responses, the leaders in this study are more likely to have the capacity to better manage these emotions, as well as express them in appropriate ways. They note this as a critical ability for staff who seek to be effective school leaders.

One leader discussed how she uses emotional regulation to keep the emotions she feels in her private life, from affecting her ability to perform her professional leadership tasks. While the other three leaders mentioned examples where they regulated emotions elicited during their professional tasks, Nicky indicated she was aware that she regulated the emotional state she was in when she came to work. “I think when you’re mature, you don’t let people in like with your family issues, they’re personal. There’s lots of other pressures that come on but you don’t bring them to work...” Nicky was possibly suggesting that if she wasn’t able to regulate emotions that occurred in her personal life, those emotions would in some way negatively impact her ability to carry out her professional tasks.

All leaders displayed an ability to regulate emotions which seemed to be an important part of their leadership. However they all talked about frustrations and the need to not be overwhelmed by negativity and to realise that after their role involved compromise and trade-offs. This highlights Bourdieu’s (1977) three broad categories of capital accumulation, these being economic, cultural and social capitals. In Bourdieu’s theory social life is characterised by constant engagement in trying to accumulate capital in order to influence others. In this study, the leaders’ ability to regulate their true emotions and demonstrate a positive attitude (despite the frustrations of their role), is a clear example of the HODs striving to achieve greater capital for their departments. For example, Erik’s comment about how he and his department accommodate for the greater need in the hope that they can expect something in return later on is a really good example of Bourdieu’s theory of capital accumulation at work.

In the next section, the leaders’ responses relating to the theme of ‘Staff Care’ will be presented.

Theme B: Staff Care and emotional experiences

A second important issue considered in this study, is the impact that performing tasks related to staff care had on leaders' emotional experience. These tasks were specifically concerned with leaders' embracing shared leadership, their professional interactions with staff, relationships they have with their colleagues and collegial support, and being authentic to what they role model and teach. In particular, activities involving shared leadership roles, interpersonal awareness, embracing humanistic approaches in line with the HPE curriculum (Ministry of Education, 1999), showing empathy and caring for workmates, and leading in ways that support others' personal growth and showing being human in their roles, were of emotional significance. Outlined in the following section is a more specific analysis of the data concerning particular aspects of the leaders' staff care related tasks.

Shared leadership

In response to the question regarding what emotions participants felt should be role modelled in P.E. leadership, three of the leaders focused on the interest they had in sharing leadership across the department. None of the leaders stated emotion words in connection with this idea but it can be interpreted from their responses that there was a desire to consider the personal and professional growth of their staff, and in doing so, leaders were expressing an Ethic of Care (Noddings, 2013) which is of relevance to this study. For Nicky, it was also a practical decision to offer her staff some shared leadership roles as she felt that the head of department job was too big for a single staff member to carry out. For Erik and Mike, their explanations for this included the desire to open up opportunities to their staff to further develop their abilities to lead, and in Mike's case, he described an interest in continuing a leadership focus that contributes to their positive department culture.

Mike- one of the goals that I have about leadership is for me to be expendable. If I leave, someone else replaces me. I hope that whatever we have continues because it's a way of being rather than a person driving it.

Nicky was also aware of sharing leadership responsibilities across her department. In conjunction with earlier discussions regarding the high workload of her head of department role, she felt it was imperative that her staff had responsibility for aspects of the day-to-day running of the department.

Nicky- I want them to be the best they can be, so like the curriculum side, so I leave that to others. Like Toby, he's very good at the junior programme. That's his job. You

know, others say well, you should have your finger on it all. I can't. I can't be on everything. It's not my responsibility. You can build it. I'll help support but you lead. Not just me. I can't manage all of it and I don't need to lead all the time.

Erik also valued offering his staff the opportunity to further their own leadership abilities and described how at the same time this positively impacted staff commitment to the strategic direction of the department.

Erik- one of the things I want from my staff is, I want them to lead in those areas. A number of years ago I gave away the head of faculty job to Sally and I ran, ran the HOD and she did the head of faculty and I was sort 'poo-hooed' a little bit by the other people who are head of faculties for doing that. Yeah, but it gives an opportunity for someone else who has some expertise and probably some better expertise than me in certain areas, to do things and I think you then develop umm, a sense of ownership amongst the other people that work with you and they have a greater level of engagement.

The leaders in this study have chosen to make leadership opportunities available to their staff which will no doubt impact the development of professional relationships and interactions across their departments. This is in line with Struyve and Kelchtermans's (2013) description of the importance of the social-professional relationships that are essential in establishing the working conditions between teachers in schools. Willingly handing over some of the power that is attached to decision making within the department, suggests that the leaders are comfortable with any changes or evolution that occurs in the relationships between them and their staff as a result of sharing leadership responsibilities.

Mike- It frustrates me how any one person is appointed or could be considered to be appointed the 'leader'. So I don't use my position as a, as a middle manager to say that I'm 'it'. I try to develop autonomy within the department so that people feel that they are empowered to make decisions. They (department staff) have a voice. They can contribute. The only thing that's really different is, I get paid a little bit more (smiles). I hope that they (laughs), can advise me on things as much, as often as they want. So they obviously gauge the situation. They're strong individuals themselves and they would say in my situation, 'this is what I'd do' or 'I think you should go do it'.

Hallinger and Heck's (2010) study into whether or not collaborative leadership makes a difference in schools, in particular in relation to students' literacy achievements, reports on leadership that is shared across staff members as opposed to the traditional hierarchical and linear structure most commonly found in schools. They linked more team-oriented leadership opportunities within departments such as those offered by the leaders in this study, to a school's ability to develop strategies that positively impact teaching and learning. Mike described the extra autonomy and sense of self-empowerment that he believes this approach to

leadership fosters in his staff members, and indicated his confidence in their abilities when he described them as “strong individuals”.

Professional interactions with staff

Professional interactions with staff were observed as evoking positive emotions in all of the four leaders. The data analysis revealed two codes for aspects of the leaders’ roles that elicited these positive emotions, those being: interpersonal awareness –awareness of others’ condition and humanistic approaches in line with the intentions of the HPE (Ministry of Education, 1999).

The ability of the leaders to recognise the relationship between body language of their staff and the emotions they were experiencing, is relevant to E.I. theory. Mayer, Caruso and Salovey (2016) describe how in order to be emotionally intelligent, individuals need to be able to reason with emotion-related information. The leaders in this study described situations where they have recognised their teachers’ emotional traits, and then go on to use this information to guide their own actions towards them. Mia and Nicky expressed their awareness of their staff’s condition citing the following examples:

Nicky- So it’s being aware of where you are at or where they are. So either people aren’t going to get hurt ... you’ve just got to pick your moment.

Mia- I pick up on things with my staff... the body language or the speed they’re walking at and that type of stuff. It’s often me asking, ‘are you okay?’ They’re happy to talk in my department which makes things pretty easy.

Erik also showed awareness of the emotions that his staff are experiencing and indicated empathy for how they are feeling. He went beyond initially recognising emotions in his staff, venturing to understand and explain what is causing their emotions so that he might be better able to offer them support if required.

Erik- There’s so many things that go through your head and umm, people deal with those emotions in different ways, how they get rattled or flustered by them. I think that you see it on their face. Both in terms of the emotions but also their physical response... the cold sweats and the red neck, depending on how their different physiologies deal with all that.

He went on to say:

Erik- It’s me being empathetic. I know I appoint good staff, then you’ve got to support them and you’ve got to know that there are times, because they’ve got families and they’ve got things going on, that you’ve got to give them some leeway and not be critical.

Although the teaching profession is commonly associated with expressions of care, Hargreaves (2000) connects the examples of empathy and understanding shown by Nicky, Mia and Erik, more with their personal dispositions and moral commitment rather than it being a teaching trait. Hellison (2003) similarly describes the personal moral compass that he believes a P.E. teacher should use to help them create a passionate and purposeful vision for their teaching. This caring approach is strongly linked with the humanistic underpinnings of the HPE curriculum (Ministry of Education, 1999) which appears to have guided all of the leaders in how they carry out their professional interactions with their staff.

In response to being asked if they believed that the way they led their department was influenced by the curriculum itself, all leaders responded quickly and enthusiastically in the affirmative. They all made connections with the humanistic intentions of the HPE document and commented as follows:

Mike- As physical educators we have such diverse areas to cover with our curriculum but it gives us such a great point of reference for how we want to be. Whether it be a young teacher or a new teacher, one of the first emotions that they probably feel is, is that lack of confidence and that high amount of fear. If I can do anything that, helps here I should exude confidence and trust in them to help them become their best.

Erik- I have really tried to make a point of being really positive with my students. So umm, really engaging and welcoming and trying to smile a lot at them, irrespective of what's happening. That's a platform for teaching the concepts of the curriculum. Even when you tell someone off, trying to, to be able to do that in a way that works for that and I think that's the thing I want and I do with my staff

Erik- I know we do things really well. I know I look to appoint good people with the philosophy that I'm hoping that they have all of those sorts of things to contribute. Then, I think building them (the staff) is really, really important

Mia- I love it how we all strive to do our best, you know, no one is more important than anyone else. Like if one of our staff members comes in after a frustrating class, there'll be an instant kōrero and the whole department will be giving them advice and tips and ideas ... I've said to my senior management team so many times, if you want your departments to work, chuck them all in the same office.

Nicky- I have faith in my team. The thing is, I've employed you to do a job. You've each got your responsibilities. I'll support you along the way if you're having troubles, I'll step up for you, have your back and I'll go to the hierarchy if necessary. So my job for them is to continue to develop their own strengths, to live the curriculum.

Burrows (2005) refers to the importance of the inclusion of humanism in the HPE curriculum, considering that in order to be fully human, individuals are required to think, to be physical, but also to recognise the importance of emotions. Erik described a conversation where a staff

member was struggling with what he called, “personal trials and tribulations” which left her feeling upset with how this was affecting her teaching.

Erik- I remember having a discussion, this was with Polly a while ago when things weren't sort of going all that rosy for her, and I said, you can't be an excellent teacher every day

Both Erik and Nicky indicated a connectedness with their staff going beyond simply engaging in professional conversations, but also showing an appreciation for them as human beings with personal lives outside of teaching.

Nicky- But I mean I just role model. You know, you try to do the best that you can do and most of the time you're happy and you ask how they are and you try to find out a little bit. It's your connectedness and sharing stories, like the Mums are laughing about their kids or you know, or the dog's done something. You know, it's just sharing. That's what makes everyone happy and it makes you happy.

Nicky also explained how she attended a professional development course to learn more about how to effectively lead the various different personalities within her department. The understanding of how to identify and meet the needs of individuals in the workplace is suggested by Haber-Curran et al (2015) as contributing to a humanistic view of developing the whole person. They describe how leadership programmes that embrace such a focus, can result in leaders being better equipped to inspire and empower those whom they lead. Nicky's example is as follows:

Nicky- I basically have changed my way of leading because I went and did a personality course as well to deal with different personality styles. So rather than looking at the negative all the time and getting myself frustrated I'm now taking their personality style and their mode into account, like probably the way that they work and that helps me to connect and to get the best out of them.

Relationships with colleagues and collegial support

All participants identified collegial relationships and collegial support as being sources of positive emotions. The following codes were associated with these collegial components of the leaders' roles: Empathetic understanding- Compassion, awareness of students' condition, and Care for fellow workmates. Without exception, interview responses coded under these headings described the nature of the relationships within each department as reflecting more family-like bonds rather than purely professional relationships.

The examples they give are as follows:

Nicky- My husband says I do too much for the team. I put them first before everything else apart from my family!

Erik- I think because we work so collegially together that we pick up on each other's vibes and ideas. It means we share a lot of things. One of the things I promote is that because we are close and we share things and the nature of our curriculum and who are as people, that what we share stays with us.

Mia- I'd missed out on a position that I felt pretty hard done by and so it was, it was like a big group hug. Everyone wanted to be in here all of the time because we just wanted to support each other which was pretty cool, actually.

Not only did the description of these relationships indicate the strength of the connections that the leaders believe exists between staff members, but they also described the positive influence that these relationships had on their job satisfaction.

Mia- The relationships with my staff are special. At our farewells last Friday we talked about the fact that they do spend time with each other outside of school and it's not just the casual Friday drink at the pub. It's, right, let's go out for dinner or play golf together or they'll just hang out and little things like that. It's almost like sometimes their best friends are the people that they work with everyday which is very cool.

Nicky- So I didn't have to give all the nitty gritty details but I did hit rock bottom when my Dad had the heart attack, not taking a break and I said to one of my staff, and then it just got spread around the crew and they stepped in.

Mike- Everyone's a part of everything we do. So, whether it's decision making or whether it's sharing the excitement of a lesson and everyone's involved in a discussion. So we don't bottle things. We don't hide things. We want to embrace it and share it and that breeds a culture of sharing of those things. So there isn't a minute goes by in an interval or before school that someone isn't talking about something that they've just experienced. The positive would outweigh the negatives 99 to one.

Mike- This isn't a job, it isn't a career. It's a, it's a life (laughs), and so it's an enthusiasm to come to work, to do a job, to be with other people and to enjoy. So enthusiasm and enjoyment are really what I love.

Mia and Erik reflected on examples of how they lead their departments and the resulting pride they experience.

Mia- After our PEDO this year ('PE Day out') the boys asked me if we could do a midyear PEDO and I said, do you have any idea how long it takes for me to come up with this?! So this year we did do a mid-year (staff development day) but I said, how about we give back to somebody else? My whole department went and cooked a meal at Ronald McDonald House and it was awesome. And the senior management were like, 'what do you mean you went and cooked at Ronald McDonald House?'... It makes me feel really proud.

Erik- I get a great sense of pride about how we've done what we've done. Like the P.E. delivery award we were nominated for. Somewhere along the line, it seems everyone

has come up to me including the boss and says, 'you know you're doing a great job'. But it's important to remember that it's not just me doing that job.

The pride that these leaders feel when they see their staff achieve in different settings, is in line with how Mayeroff (as cited in Noddings, 2013) describes acts of caring as a means of aiding others' personal growth and self-actualisation. Leaders have combined acts of care and abilities connected with E.I. when they show an awareness of their staff's emotional experiences, and subsequently choose to undertake specific activities that create a more supportive and pleasant working environment within their department. Berkovich and Eyal (2015) consider this type of purposeful behaviour on the part of educational leaders, as key actions for improving educational outcomes as a result of reinforcing positive emotional experiences for staff.

Mia- Every year since I've been HOD, I've had to farewell at least two staff at the end of the year. Not one of those staff members has left because they are not happy in this department which means that their farewells have been very emotional as well. They've all left on to further positions, HOD roles or specialist classroom teacher roles or they've gone on to the international circuit. It often comes with them (senior management) giving me a compliment. "Mia, you're doing a really good job because you are developing your staff to go and do this". Ohh look, I cry every time someone tells me they're leaving. I never cry in front of them, but I do cry.

Mia's inferred that although she is willing to admit her emotionality as part of her job, she prefers this not to occur when others are around. This is a further example of the emotional labour that Mia is required to performing her head of department role. Despite the fulfilling and caring relationships she has with her staff, she consciously prevents her sadness being expressed in front of them, opting instead to display feelings deemed to be more appropriate to the situation (Isenbarger & Zembylas, 2006). This is also in keeping with the literature around the experiences of female educational leaders who Niesche and Haase (2012) report as often choosing to suppress their emotions in order to appear to be less emotional and more like their male counterparts.

All of the leaders described examples of how they have gone about strengthening the positive culture of their departments, citing activities that celebrate occasions as well as ways that they support their staff to perform their jobs.

Nicky- On the whole, it's a happy environment because we're just idiots and we do dumb things and we have jokes. I've decorated the office, make it Christmasy to get us into that Christmas spirit. You know, I used to celebrate their birthdays every time but some people don't want to be reminded of their age now.

Erik- I've worked that (positivity) into my appraisal systems. Everything I write is immensely supportive about how well they do. There is not a lot in terms of, 'you need

to do this and you need to do that'. I just don't work like that and I think as a result, everyone supports each other.

Mike- , we embrace a culture of togetherness really and that's more to do with, I think that, that my analogy that I say to them more, I spend more time with them than I do with my family.

Mia- I am an organiser. I love organising things. I think that it's a real teaching personality trait but I'm happy in here in the weekend, this sounds ridiculous but I'm happy in here in the weekend with my label maker, sorting stuff out, organising it so that their (my department staff) jobs are easier. I work really hard in that way to make sure that things are there for them. In turn everyone embraces a team approach, a group hug mentality where everyone wants to support everyone else.

Erik and Mia alluded to the reciprocal nature of the caring that occurs within their department. Both described how they foster a supportive approach with their staff and that the staff in turn offer support and show caring to those around them. The collegial relationships that Erik referred to are also mentioned by Haber-Curran et al (2015). They suggest that leaders are required to utilise intrapersonal and interpersonal skills to develop such relationships in order to demonstrate successful leadership. When Mike described a “togetherness” that exists across his staff, it is most likely that as department leader, he has either created, fostered, or at the very least, contributed to the department's customs and rules, which Goleman (2004) describe as governing success in organisations and institutions.

Being authentic to what you role model and teach

When responding to the interview question, “What emotions do you believe should be role modelled in Physical Education Leadership? Why do you think this?”, all of the leaders reported commonly felt emotions and ways of expressing these emotions that were linked to them showing care for their staff. They described how being appreciative of the work that their staff do, as well as promoting supportive communication between all department staff, leads to more positive job-related emotional experiences.

Erik- Getting recognition for doing really good things is a huge part in me of being able to deal with these things That has to begin with me in terms of my ability to do those things and make it work.

Mike- I've heard things that you can gauge the vibe of a school by its P.E. department... physical educators, I think are giving and really people orientated individuals. You know, an example recently at our school was activity days at the end of the year, school camps, there was one P.E. department member left in the school because the rest were all out and involved in helping with a diverse range of things. That's our culture of belonging, a culture of being together. We grow from those experiences.

Mike celebrated the willingness of his staff to be involved in extra-curricular activities such as school camps, indicating that he doesn't promote being an effective classroom teacher as the sole focus in his department. He described this type of commitment as a way to build a culture of togetherness with everyone pitching in, and inferred that this is the expectation that comes with being a physical educator. Although such staff absences are disruptive to the running of a department, Mike offers his teachers the opportunity to venture out of their usual teaching role to support their personal growth and development. This is in keeping with Goleman's (as cited in Zeidner et al., 2009) suggestion that exceptional leaders inspire their followers to be moved emotionally, which is highly likely to be the case for Mike's staff with the often challenging yet very rewarding nature of participating in school camps.

Erik described how his department trusts that what is shared between them will stay confidential. He referred to the importance of staff being able to share worries or concerns that would otherwise negatively impact on their ability to be themselves when they are teaching.

Erik- So that's the trust side of us sharing. I think that it builds a freedom amongst your staff to be able to share things with you that impact on their teaching, from wherever, but things that are a distraction to them being right in the flow of what they're teaching.

Nicky believed that her department presents themselves to the students so as to be seen as 'real' people with 'real' feelings, and described how she herself, is also prepared to be human in front of her staff.

Nicky- So the kids see us as human, you know. We make mistakes. We acknowledge it, you know. We're klutzes and all the rest... so I think they see us more as real human beings and not just teachers! It's ok for us to show emotion, we show emotion probably more and we're involved in extracurricular activities you know, camps and sports teams. They get to see another side of us that they don't get to see of other teachers.

Nicky- I'm learning skills and it is probably emotions, you're right... you're trying to do the right thing and then outcome the tears and you don't want to be that stupid woman that's crying but that happens and you just have to embrace it. That's basically it. Yeah. So it shows you're human too.

Two leaders noted that they were aware of the needs of particular staff members according to the way they acted and conducted themselves at work. This recognition of emotional displays enabled leaders to express specific emotions with the intention of both bringing out the best in their staff as well as offering them genuine professional and personal support that they might need.

Mia- Every now and then you'll know if someone needs something from you. They won't be their normal self... they'll be flat. They'll be eyebrows down.

Nicky- We know when people aren't happy. You know, the ear plugs go in or the hoodie goes on their head or whatever. That's why we do those morning teas and now the, you know the jokes and at the end of the year.

As part of fostering individual growth, leaders' responses depicted a desire to challenge their staff to become better at what they do so that they can role model the humanistic side of the curriculum. What the leaders did say was that it was important to be authentic.

Erik- So we've got to work together collegially as a staff and our kids have got to see us as good role models about how we work together to solve the problems like it's raining and we've got shared gym space and gear, so we've just got to work together to make that happen.

They described the types of open communication, expressions of concern, and promotion of a culture of sharing that has fortified bonds between all department staff as well as with department the leader. Some leaders described activities that supported staff connecting with each other and in one case, this was intentionally created for the personal growth of their staff.

Mia- there's always something that will really push them out of their comfort zones and one of my new department, last year looked up at this cliff because it is a really big cliff, and he just went, "ohh I am openly sh%#ing myself." I do that at the start of the year because that's my way of setting the scene for the year. So it was about the challenging times coming ahead and about that I want them to push their students' comfort zones because we all know that it's outside of those comfort zones that the magic happens. But if we're not willing to do it, then how are we going to push our students?*

As both leaders and teachers of PE, Nicky and Erik indicated they have the ability to understand others' emotions, allowing them to utilise approaches to support the personal and professional growth of their staff and students. Erik indicated he wants to understand the multiple perspectives of the people he interacts with professionally, and this empathetic approach may represent what Wrench and Garrett (2015, p.224) suggests aids teachers in developing "broadened perspectives and alternative understandings of 'who' one is as a P.E. teacher".

Erik- I put myself in that same situation with the staff or the students. You know especially as teachers of physical education, we want kids to challenge themselves. We want them to do things that are difficult but where good can come out of this and, and grow as a person and shine

The above quote reinforces Erik's desire to ensure that his staff are growing. This growth attitude reflects the staff's expectations of the students to grow as a result of their teaching. In effect, what this is doing is ensuring that there is alignment between the leader's expectations

of their staff and the staff's expectation of their students. In other words, the leaders were expecting their staff to 'walk the talk' and is an example of humanism in action.

Nicky reflected on how she missed some opportunities to see her children celebrate at special school events and as a result, she now supports her staff to experience these moments.

Nicky- I've probably shown more empathy for my staff who are parents as I didn't have that when I had my children. I've passed it on to the others so that when their children do have something on, I want them to go to it. We will cover. We don't tell hierarchy that they're having the afternoon off, you know. We try to cover internally so that they can do it. So I've tried to show empathy as a leader.

Despite reporting that many educators feel there is little need for emotional understanding in P.E. teaching, Wrench and Garrett (2015) believe it is probable that knowledge of the affective domain will be an important factor in how teachers such as Erik, design teaching and learning experiences. As mentioned above, these experiences were the result of a desire to role model the humanism of the curriculum.

Erik explained:

Erik- So everything they (teachers of other subjects) talk about that they think is important that they don't teach, we teach and I think that's an immensely powerful tool for us, that we have sitting in as one of our cornerstones of what we teach, hauora. That's immensely important, where other people give it lip service, we teach around interpersonal skills and relationship skills and the importance of that. Some of the things you teach in health about resilience are immensely deep and meaningful. Some of the students leave class and they're going, ohh this is just so good. I haven't thought like this. I haven't been challenged or questioned on that.

Nicky- It's really nice to have the collaborative get-togethers, with our morning teas too. That's very important and it's become of value in our department. Sometimes it gets taken for granted but other times it is actually a great way to take some time just to stop.

Mia- The increase in workload (review of department junior programme) isn't the hard thing in our job. It's the other increases in workload that we struggle with. We want to, we want to refine our practice. We want to teach our curriculum. That's the stuff we enjoy and that's the stuff that we're passionate about.

Theme B Discussion

This theme also addresses the research question to identify the emotions experienced by P.E. leaders. In particular, the response were elicited from the sub questions:

- What do you perceive are the emotions that you express that generate the most positive responses from your staff?

- What do you perceive are the emotions that you express that generate the least positive responses from staff?
- What emotions do you believe should be role modelled in Physical Education Leadership? Why do you think this?

The responses to the above questions revealed patterns that were strongly associated with areas of the literature reviewed for this study in particular, E.I., as well as Humanism, P.E. and the Ethic of Care. All four leaders reported that they believed it was desirable for them to offer their staff the opportunity to take on shared leadership roles, as they were motivated to give them the chance to develop professionally (Ehrich et al, 2012). The leaders sought to offer shared leadership opportunities chiefly as a way to support the professional growth through further empowerment of their department staff. This was one of the ways that leaders were expressing an Ethic of Care for their staff. These findings have revealed that the leaders displayed a number of leadership types which are consistent with French and Raven's (1959) typology. What has emerged from the findings is that the dominant power leadership type used seemed to be Referent Power. The HOD's led and managed their departments by respecting their staff, and by showing an Ethic of Care where they indicated they were thinking about the other side of their staff's lives. Whilst this was the dominant leadership type, at times all of the leaders utilised other forms of French and Raven's typology. For instance, Informational and Expert Power were applied when passing on information, upholding expectations for their staff to complete tasks, and using their expertise in curriculum and professional development matters.

Leithwood and Jantzi (as cited in Lambersky, 2016) propose that effective educational leaders make connections with their followers through the creation of a shared sense of direction and goals, and by providing them support in their work. Offering shared leadership has been aligned with greater professional autonomy as well as positioning individuals to contribute further to school wide decision making. However, despite exposing teachers to new and varied professional experiences, shared leadership has also been connected with emotional labour and the subsequent fluctuations between emotional highs and lows (Struyve & Kelchtermans, 2013). In particular, Struyve and Kelchtermans (2013) propose that the work done by teacher leaders impacts their sense of self efficacy both professionally and personally and is therefore unlikely to leave them emotionally indifferent. What they suggest is most positively impactful on the shared leadership experience, is the acknowledgement of staff's leadership contributions by

those in a more senior leadership role. In this study, all four leaders reported that they regularly showed appreciation of their staff and at times went to great lengths to make their working environment more enjoyable.

Nicky expresses that she has 'faith' in her staff to perform the responsibilities they have been assigned, specifying that one department member oversees the development of their department's junior programme. She also indicates that as well as presenting these opportunities to staff, she is willing to support them along the way, and "will have their back" if and when it is required. Most leaders' responses stopped short of describing how successful these shared leadership opportunities were in developing their staff professionally, but Erik did indicate when he appointed Polly, a department staff member to perform the head of faculty role, that she had benefitted from a greater sense of ownership and subsequently became more engaged in the running of the department.

All leaders described how being involved in showing care for their staff led to them experience positive or pleasant emotions such as pride, happiness, and feeling humbled (Ehrich et al., 2012). Both Nicky and Mia talked about how being connected to others in their department through sharing common stories, contributes to staff feelings of happiness and an enjoyable working environment. Mia also referred to the preparation she does out of school hours and how this leaves her feeling happy when considering the positive impact it will have on her staff. Erik referred to the encouragement he offers his staff when completing job appraisals noting that he opts for this approach over giving large amounts of corrective feedback. Both he and Mia responded to the question asking what emotions should be role modelled in PE, with references to the supportive culture in their department. Erik intimates that this in part stems from his positivity towards his staff, while Mia describes how she encourages and embraces the commitment that her staff have to supporting each other through both good times and bad.

In addressing the role modelling aspect of their job, it became clear that the leaders understood the importance of modelling in so far as they stressed the value of demonstrating positive emotions/behaviours (see emotional regulation) (Gross, 2015) in order for their staff to also adopt these behaviours. All participants expressed that these behaviours were best demonstrated through positive emotions. The thinking behind this type of strategy seemed to be that leaders and staff needed to role model the humanistic philosophy of the curriculum in order to achieve authenticity. Erik for instance stated that "as physical educators we have such diverse areas to cover with our curriculum but it gives us such a great point of reference for how

we want to be.” This quest for authenticity, all the leaders believed, provided validation for the importance for what they were trying to achieve through P.E. in the NZC (Ministry of Education, 2007).

Leaders in this study described implementing pre-planned activities that had desired outcomes such as developing a strong department culture, and supporting staff to grow and experience enjoyment in their jobs as teachers. Most of the leaders consciously connected with events and activities that they calendared on a regular basis in order to foster positive emotional experiences for both themselves and their staff (Tracy, 2014). The awareness that involvement in specific activities would generate pleasant emotions is in line with how Berkovich and Eyal (2015) describe affective abilities as precursors to experiencing actual emotions. Nicky mentions how she decorates her department office to look “Christmassy”, as well as the tradition of birthday cake making as an acknowledgement of each staff member’s special day. Mia refers to how she and her department attend extra-curricular activities together such as staff barbeques and annual events including the ‘PE day out’. In particular she refers to the pride that she feels in coordinating these events despite requiring considerable time and effort to organise. Mayer, Caruso and Salovey (2016) describe how in order to be emotionally intelligent, individuals need to be able to reason with emotion-related information, which is consistent with how Berkovich and Eyal (2015) suggest that E.I. is linked with successful educational leadership. The leaders in this study indicate a high level of E.I. where they utilise the emotion-related information they have gained about the benefits of specific department activities, and replicate similar situations so as to experience further positive outcomes in the future. Such positive socio-professional engagement is what Berkovich and Eyal (2015) reinforce as the stepping stones that ultimately promote desirable educational outcomes.

Overall Summary of Findings and Discussion

From the data analysis, two themes emerged that highlighted similarities and patterns across the four leaders’ responses. The key findings from these similarities were, that in theme one:

All the leaders expressed that many of the administrative tasks associated with leading the department generated negative emotions. Conversely, the generation of positive emotions was associated with tasks that were to do with developing socio-professional relationships by supporting their staff.

All the leaders were very explicit about how in their leadership role they were very conscious of regulating their emotions in order to ensure that their department had a culture that was characterised by a positive emotional climate.

The key findings from theme two were that:

1. All participants believed in the importance of the Ethic of Care. This Ethic of Care applied to both staff and students. In particular the Ethic of Care manifested itself in a referential leadership style (French and Raven, 1959) that was characterised by a shared leadership responsibilities with staff in order to develop leadership across their department. This consequence of this strategy was that this facilitated staff growth and that individual staff felt empowered to make decisions concerning their professional roles and responsibilities.
2. All participants indicated a desire that their leadership of the staff and the staff's leadership of the students was authentic. Authenticity being determined by the department's modus operandi being aligned with the humanistic philosophy of the HPE curriculum.

Chapter Five: Conclusion

In this concluding chapter, I will very briefly outline the theoretical basis of this research study, outline the four key findings, discuss some strengths and limitations, and finish by suggesting possible implications of this work.

This study sought to identify the influence of emotions in secondary school P.E. leadership. In particular, the key emotions that were experienced and reported by P.E. leaders were presented. It described situations that evoked emotions and the sorts of emotions that leaders experienced in their roles. This qualitative interpretive study was guided by a humanist paradigm and positioned within a social-constructionist framework. It drew on emotion theories including Lazarus' (1991) Cognitive-Motivational-Relational theory of Emotion, Gross' (1998) Theory of Emotion Regulation, Noddings' Ethic of Care (Noddings, 2013) and the Emotional Labour of Caring (Hargreaves, 1998), all of which are described and discussed in the literature review chapter. Four semi-structured interviews were conducted with purposively selected participants, who provided responses to five sub questions in support of investigating the major research question of, 'What is the influence of emotions in secondary school P.E. leadership, in particular, what are the key emotions that are experienced and reported by P.E. leaders?'. The responses were analysed categorised and presented in two themes that described tasks that elicited similar yet contrasting emotions in the leaders. Through examination of the data using qualitative thematic data analysis, four key findings were identified that have advanced knowledge of emotions in P.E. leadership.

The first of the key findings was that all of the leaders expressed that many of the administrative tasks associated with leading the department, generated negative emotions. Conversely, the generation of leaders' positive emotions was associated with tasks that were to do with developing socio-professional relationships through supporting their staff. Leaders reported experiencing more positive emotions and joy in their job when facilitating an Ethic of Care that promoted personal and professional growth of their staff. In contrast, they referred to the frustration of not always being in control of the factors affecting the running of their departments, and how this often leads to them feeling overwhelmed and emotionally exhausted when carrying out administrative functions.

The second key finding was that all leaders expressed how in their leadership role they were very conscious of regulating their emotions (Gross, 2015; Hargreaves, 1998) in order to ensure

that their department had a culture that was typified by a positive emotional climate. Participants provided examples of situations within their job that were emotion related, but often emotion words were not specified. There was a range of ways the participants talked about the emotions in line with emotion theory (Lazarus, 1991a). They tended to offer a context for the emotion or description of a certain emotional climate. All of the participants described performing emotion regulation as a part of their leadership roles, at times indicating a belief ahead of time that cognitive reframing (Lazarus, 1991b) of their emotions was required in order to be in the correct state to do caring tasks. Two participants described the physiology of emotion, one when describing what he witnessed from a staff member, and the other a personal example she experienced. Some responses did not specifically answer the question asked, but still revealed examples where they had acknowledged emotions but applied emotion regulation techniques such as suppression (Taxer & Gross, 2018). When questioned about what they felt they were able to control in their jobs such as the types of emotions that should be role modelled in P.E. leadership, links were made with how expressing pleasant emotions can promote a positive culture within their departments.

This study revealed a third key finding, this being how all leaders applied an Ethic of Care to both staff and students. This Ethic of Care was characterised by shared leadership responsibilities and implemented through a referential leadership style (French and Raven, 1959), and provided staff with opportunities for professional growth by empowering them to take on greater professional responsibilities. There appeared to be a high need expressed by the leaders to show care as part of their role in order to make their job enjoyable. However, as a middle manager in schools there is not much time afforded for moving between performing the professional role and being in the position to offer care to their staff. Leaders reported how staff interactions elicited pleasant emotions that reinforced the experience itself, which in turn led to continued engagement in similar activities and roles. These acts of caring are consistent with what Noddings (2013) describes as relationships of care and trust, and the leaders all described these in a very positive manner.

Participants also tended to frame their responses from a teacher's perspective rather than solely drawing on their leadership experience. Over and above offering shared leadership opportunities to staff, the participants intentionally fostered a supportive culture within their departments that encompassed a holistic view of the working environment (Ehrich et al., 2012). One leader referred to his desire for the culture of his department to continue beyond his

tenure. The leaders' approaches to leading in their department showed subtle differences. The two female leaders utilised nurturing type activities including team building days and birthday cakes, as their way of showing staff care. The participants' descriptions of their leadership styles indicated that they value the humanity they bring to the job, regardless of the specific ways they went about expressing this with their staff. The leaders appeared to be aware of power relationship situations between them and their staff, and indicated through sharing leadership responsibilities, their preference for Referential leadership (French and Raven, 1959), or power that is based on respect (Haber-Curran et al., 2015). Given the way in which the participants in this study considered the emotional needs of their staff and the impact that had on their own job satisfaction, it became clear that the type of leadership performed shows links with a very humanistic approach (Haber-Curran et al., 2015). As part of this humanistic approach, the leaders also demonstrated high levels of E.I. in maintaining positive socio-professional relationships with their staff. They made links between the perspectives they held as physical educators, such as the importance of contributing to the humanistic development of all individuals, and the intentions of the HPE (Ministry of Education, 1999) curriculum. These links have led to the fourth and final key finding.

The final key finding in this study was that all participants indicated a strong desire that leadership of their staff and the staff's leadership of the students, needed to be authentic. Authenticity being determined by the department's *modus operandi* being aligned with the humanistic philosophy of the HPE curriculum (Ministry of Education, 1999). This gave these P.E. leaders a reference for being authentic in their leadership, and as such that this curriculum is more than simply a document of educational policy for student learning. At the same time the leaders were completing a plethora of tasks that constantly demanded their emotional energy, they described how they 'live' the curriculum, contributing to a sense that everything required of them in the job was worthwhile. The foundation of effective educational leadership is having a sound understanding of the emotional and affective needs of both teachers and students (Bolton, 2005), which is what the leaders indicated they felt was important for themselves and their staff. Associated with the key finding of 'Authenticity', this study has identified the place and importance of the HPE curriculum (Ministry of Education, 1999) in relation to how it shapes the thinking and behaviours of those who teach from it. It is clear that the HPE curriculum (Ministry of Education, 1999) holds a special place in the hearts of the leaders in this study.

Strengths and limitations Implications for P.E. leadership and research

A strength of this study was the open and genuine conversations that evolved during each of the semi-structured interviews. As suggested in the title of this thesis, the leaders were willing to 'go through the emotions' and describe experiences in their leadership roles. The rich descriptions they provided also suggests that the Emotional Labour (Hargreaves, 1998; Hochschild, 1963) they performed, was important in allowing them to get on with their role of Department Head, with the opportunity cost being they did not take the time to acknowledge and express their true emotions that were elicited by those tasks. This type of emotional regulation (Gross, 2015) is a double edged sword for the leaders. At the time regulation is required, it served the function of facilitating behaviour that was deemed to be morally and professionally correct conduct in the school environment, however it also left the leaders carrying 'emotional baggage' in the aftermath of the experience. The interviews for this study, were cathartic for the leaders as they were given an opportunity to describe 'going through the emotions' associated with their jobs, which allowed them the chance to recognise and share feelings that would normally have gone unacknowledged. The leaders suggested that due to the busy nature of their roles, priority had always been given to 'going through the motions' and completing the functions of a department leader. This qualitative and interpretive study offered an opportunity for participants to talk and describe their personal experiences, and as such was a strength of the research design. The design enabled the researcher to provide more exploratory type questions in order to gain a rich tapestry of data associated with the participants' responses. The nature of the semi-structured interviews provided greater opportunities for participants to self-disclose their emotional behaviour. Arguably, the richness of such data may not have been obtained by surveys or written responses to questionnaires.

Perhaps a weakness of this study is around the social constructionist framework, where the problems of administration are highlighted more so than the positive nature of policy assisting operations. Further to this, the self-reported data such as the emotions described by the participants could also be a possible weakness of this study (O'Toole, 2010). It may be that the specific emotion words used by individual participants to describe feelings they had experienced, had subtle definitional differences that might mean the coding incidence of some data was not representative of some of the reported emotions. This coupled with the fact that this study was relatively small in size, means the generalisability of the results is limited.

Implications of this study

This study could have implications for P.E. leadership, in particular, the key finding that highlighted how participants in this study experienced far more negative emotions than positive emotions during the administrative tasks of their leadership role. An implication is that the hierarchy in secondary schools may need to consider the impact of their requests for administrative procedures to be upheld, and monitor this so that any administrative trivia is eliminated. A second implication stems from the leaders in this study being arguably successful HOD's in P.E., and their desire to achieve authenticity in the alignment between their leadership style, with the curriculum philosophy (humanism) staff delivery, and student learning. Professional Development could therefore be encouraged for aspiring P.E. HOD's around leadership styles that are humanistic in nature and develop an Ethic of Care.

A suggestion emanating from this research is that further studies should look to investigate the emotional responses to the increasingly demanding organisational tasks of the HOD role, and its impact on the longevity of staff within the job. It is also possible that insights could be gained from other colleagues, stakeholders and senior management in order to better understand the nature of the accountability of the HOD role in secondary schools. Lastly, it could be useful to conduct research into professions with similar organisational structures, as well as professions that are also seen as caring in nature, e.g. the medical profession, counselling, and social working, with a view to better understanding what support is required for individuals entering into, and remaining in leadership roles.

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Appendix

From: Heather Lindsay <heather.lindsay@canterbury.ac.nz>

Date: Wednesday, June 14, 2017 at 12:06 AM

To: Marc Brackett <marc.brackett@yale.edu>

Cc: Veronica O'Toole <veronica.otoole@canterbury.ac.nz>

Subject: Permission to use the 'Mood Meter'

Kia ora and hello Marc,

I hope this email finds you well and enjoying your work at home and abroad with the RULER programme.

Last year in Feb/March, I had the pleasure of meeting you and attending the RULER course in Sydney, Australia. At the time I inquired on behalf of my co-worker Veronica O'Toole, as to using the 'Mood Meter' in her teaching of a Masters' of Education course here at Canterbury University. I am now wanting to ask for permission to use the 'Mood Meter' app within my upcoming thesis research regarding emotions in Physical Education leadership. Alongside semi-structured interviews, I am hoping to gather data from participants' use of the 'Mood meter' to support my study but was aware that as it is subject to copyright, I first require your permission for this.

I look forward to hearing from you when possible.

Ngā mihi nui,

(Kindest regards),

Heather Lindsay

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Marc A. Brackett, Ph.D.

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Of course! Best of luck and share the results.

Marc.

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Mood Meter App: [CLICK HERE](#)